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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of February, provide program rundowns, suggestions for class activities and discussion, links to related World Wide Web sites, and lists of related news terms. Topics include: Monica Lewinsky scheduled to be deposed for the Senate, Monica Lewinsky testifies, Vernon Jordan testifies for House managers, White House Aide Sidney Blumenthal offers testimony in the impeachment trial, Senators vote to allow excerpts of taped witness testimony to be played before closing arguments (February 1-5); the death of Jordan's King Hussein, House prosecutors and White House lawyers wrap-up impeachment arguments, efforts to open Senate's deliberations fall short by eight votes, politicians consider how the impeachment will impact elections in the year 2000, Senate enters the final phase of impeachment deliberations (February 8-12); the President is acquitted on both Articles of Impeachment, Iraq threatens to attack U.S. and British bases in Turkey if allied planes continue to patrol Iraqi no-fly zones, Kurdish demonstrators protest throughout Europe in support of Kurdish rebel leader Abdullah Ocalan, Kurdish demonstrators continue their global protest, NATO prepares to send troops to Kosovo (February 15-19); new deadline for a peace agreement looms over Serbia, the war of words and weapons escalates as negotiators try to reach a peace deal for Kosovo, background report on the recent history of Kosovo, "hate" is alive and well in the U.S., new fears over the ongoing conflict in Kosovo (February 22-26). (DLS)

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CNN Newsroom Classroom Guides
February 1999

by Turner Learning, Inc.

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M. Stevens

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Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
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MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet`	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM

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CNN NEWSROOM Guide

February 1, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:15... 06:30
-Monica Lewinsky is scheduled to be deposed for the Senate today.
-Democrats react angrily to the news that Ken Starr is considering an indictment of the president.

In the Headlines ... 02:40... 09:10
KOSOVO NATO THREAT

YOUR DAILY DESK ... 00:50... 10:00
Environment Desk ... 02:25... 12:25
Sea otters from the Aleutian Islands to the California Coast are living in troubled waters.

WORLDVIEW ... 00:25... 12:50
Top of the World ... 03:15... 16:05
Fidel Castro vows to institute stringent laws to stop crime in Cuba.

Taking Care of Business ... 02:40... 18:45
South Korea experiences an economic boom.

Culture Watch ... 03:30... 22:15
The Buskaid Soweto String Project offers opportunities for Soweto's youth.

NEWSROOM CHRONICLE ... 00:30... 22:45
Henry Flipper (Part I) ... 02:25... 25:10
Henry Flipper's interesting life reads like a movie script.

CNN NEWSROOM CLOSE ... 02:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. How many times has Monica Lewinsky already testified? Why do House managers believe that she needs to testify again? Who else is on the House managers' witness list to be deposed this week? Do the prosecutors believe that any of these witnesses will have anything new to disclose?

Explain. What, then, is the purpose of their testimony? Do you think calling witnesses is a good strategic move on the part of the House managers? Why/Why not?

2. What story leaked to Sunday's *New York Times* has President Clinton's supporters angry? How are Republican legislators reacting to the story? What options does Independent Counsel Ken Starr have before him if he wants to indict President Clinton? Do you think Mr. Starr's statement will have any effect on the outcome of the trial? Explain.

3. Replay the video, and have students take note of the different paths the impeachment trial could take after the witnesses have testified. Write each possibility on the board. Group students. Direct each group to choose one of the possible paths and within the group, discuss the ramifications of that course of action. For example, what do students think might happen if more witnesses were called? Have groups consider the possible positive and negative consequences with each action and share their ideas. Who might stand to "win" and "lose," politically speaking, in each case? How might perceived political risk be a factor in the direction this trial could take? Discuss.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/01/30/impeachment/
http://cnn.com/ALLPOLITICS/stories/1999/01/31/clinton.starr/

In the Headlines : In the Headlines

1. Who is Javier Solana? What power has he been given by the NATO nations regarding Kosovo? Explain why NATO is losing patience with both Belgrade and ethnic Albanians in Kosovo. Why would the alliance prefer a negotiated political settlement to NATO military action?

2. What is the official U.S. position on Kosovo? Have students work in groups to learn more about the U.S. position on Kosovo and share their findings in class discussion. In students' opinions, is the U.S. policy towards the KLA and the Serbs clearly defined? Why do students think that U.S. military leaders are willing to leave the decision to attack to Javier Solana? Discuss.

LINKS:
http://cnn.com/WORLD/europe/9901/31/kosovo.01/

EDITOR'S NOTE:
finding of fact
simple majority
Independent Counsel
vendetta
indict
Javier Solana
cruise missile
provocation

YOUR DAILY DESK

Environment Desk : Disappearing Sea Otters

1. What is happening to the number of sea otter populations from the Aleutian Islands to the coast of central California? How has this problem grown since 1997? Why is it difficult for researchers to find specific causes for this decline?

2. Compare the reasons for sea otter population declines in California and Alaska. How are their dwindling numbers related to breakdowns in the marine food web (i.e., cause/effect/both)? According to the story, what important functions do sea otters provide in the marine environment? What do you think will happen if their numbers become so low they aren't able to perform these functions?

3. Challenge your students to create food webs for the Alaskan and Californian sea otters using all plants and animals mentioned in this story. Have them begin by listing all plants and animals they can remember from the story. You may want to have students rewatch the story to record them. Then, on separate sheets of paper have students create their two food webs. Some items may only be in one web, while others could be on both. Remind students that a food web should show how each organism is related to all the others by using lines or arrows. Finally, have students use their food webs as visual organizers during a class discussion of how eliminating one species in a food web can affect all the others.

LINKS:
http://www-atdp.berkeley.edu/SDCLASSES/1453inbox/otters.html
http://www.purdue.edu/UNS/html4ever/971121.Snyder.otter.html
http://www3.umassd.edu/Public/Exhibit/DES300/game/web-fr.htm

EDITOR'S NOTE:
threatened species
pollutant
kelp
food chain
immune system
parasite
habitat
sea urchin

WORLDVIEW

Top of the World : Cuba Crime Wave

1. What types of crime are on the rise in Cuba? According to Fidel Castro, why is their more criminal activity in Cuba? What sentence does Fidel Castro want to impose on some repeat offenders?

2. Why do people engage in criminal activities? Why might tourism and market-reforms cause the rate of crime to increase in Cuba? What do you think Fidel Castro meant by his statement, "if we lose this battle for internal order, we lose everything?" Other than the enforcement of stricter laws, can you think of anything else that could be done to curtail crime in Cuba? Explain.

3. Prior to beginning this activity, poll your students to learn whether or not they think Cuba should impose the death sentence on drug traffickers. Divide your class into two groups to debate this question. Have students refer to the last four websites listed below to research the death penalty issue. Following the debate, have students identify the most compelling and persuasive arguments. Repoll students to see if their opinion about the use of the death penalty in Cuba has changed.

LINKS:
http://cnn.com/WORLD/americas/9901/11/cuba.crime/index.html
http://www.infoplease.com/ipa/A0107443.html
http://hyperion.advanced.org/18355/index.shtml

http://www.romingerlegal.com/criminal.htm
http://www.romingerlegal.com/deathpenalty.htm
http://www.uaa.alaska.edu/just/death/
http://www.usdoj.gov/dea/

Taking Care of Business : South Korea Economic Boom

1. What year did South Korea's economy collapse? What international organization provided South Korea with a 60 billion dollar bailout loan? What two reforms did the South Korean government undertake to strengthen its economy? Why are analysts concerned about the vulnerability of South Korea's economy?

2. Have students refer to the third website to address the following questions: Why was it important for the South Korean government to shut down inefficient banks and call for more efficient family-owned corporations? Why are analysts concerned about South Korea's dependency on foreign currency? Why would South Korea's economy be vulnerable if corporate reforms were to slow down?

3. Relate the following fact to your class: According to The International Monetary Fund, their financial resources "come from membership fees, paid in by the IMF's 182 member countries. Each member contributes to this pool of resources a certain amount of money proportionate to its economic size and strength." Have students refer to the third website to learn how much money your country contributes to the IMF. So that students can appreciate the scope of your country's IMF contribution, divide your nation's total IMF contribution by the number of people in your country. This answer represents an estimate of your individual contribution. Discuss whether or not your nation should participate in the IMF. Direct students to consider what would happen if the economy of South Korea were to collapse and no IMF help was available.

LINKS:
http://cnn.com/WORLD/asiapcf/9901/17/korea.economy/index.html
http://www.state.gov/
http://www.imf.org/
http://www.imf.org/External/np/exr/facts/asia.HTM
http://www.imf.org/external/pubs/ft/exrp/differ/differ.htm

Culture Watch : Soweto Music

1. Where is Soweto located? What is the Buskaid Soweto String Project? How is this project funded? How does this project benefit the students and the Soweto community?

2. Have students refer to the websites listed below to learn about the history of apartheid in South Africa and Soweto. Have each student assume the role as the director of the Buskaid Soweto String Project. Inform students that they are responsible for securing funding for the project. Have each student write a proposal to a potential international funding source. As part of their proposals, students should justify the need for financial support, address how their music program will benefit the Project's students and the Soweto community, and explain why the international community should support this project.

LINKS:
http://cnn.com/TRAVEL/DESTINATIONS/9810/safrica.2/soweto.html
http://www.puk.ac.za/musdocs/sasmt/mopsa/buskaid.html
http://www.bday.co.za/98/1224/leisure/mus1.htm
http://tlc.ai.org/southafr.htm
http://www.africana.com/tt_011.htm
http://www.micds.pvt.k12.mo.us/academic/history/globissu/groups/groupd/sapage.htm

EDITOR'S NOTE:
Cuba
crime rate
capitalism
International Monetary Fund
South Korea
economic reform
Soweto
music outreach program

NEWSROOM CHRONICLE

Henry Flipper (Part I) : Henry Flipper (Part I)

1. Who was Henry Ossain Flipper? In spite of its status, how did his family have an "advantage" over others? Why were his years at West Point the most difficult years of Henry Flipper's life? How did Henry make history in 1877? How was Henry Flipper's career put in jeopardy while he was stationed at Ft. Davis? Explain how this misfortune was actually a positive turning point in Henry Flipper's life. Was Henry Flipper ever able to clear his military record? Explain.

2. What were the Buffalo Soldiers? Have students work in groups to learn more about this unit and its contribution to American history. In observance of Black History Month, have groups use their findings to create informative posters on the Buffalo Soldiers, and post them around the classroom.

LINKS:
http://www.library.arizona.edu/images/afamer/flipper.html
http://www.fwst.net/comm/virtual/texblack.htm
http://www.tpwd.state.tx.us/park/admin/buffalo.htm
http://www.coax.net/people/lwf/buffpage.htm

EDITOR'S NOTE:
Henry Flipper
West Point
dishonorable discharge
undersecretary

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 2, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:30... 06:45
-Monica Lewinsky testifies in a videotaped deposition.
-White House lawyers file a motion against the Independent Counsel.

YOUR DAILY DESK ... 00:50... 07:35
Health Desk ... 03:25... 11:00
The Brazilian sport of capoeira gains international popularity.

Health Desk Extra ... 01:35... 12:35
Researchers find that even moderate lifestyle changes can improve physical fitness.

WORLDVIEW ... 00:25... 13:00
Top of the World ... 02:40... 15:40
The Worldwatch Institute warns that we could be facing environmental disaster in the 21st Century.

Information Please ... 03:20... 19:00
An interactive exhibition educates French students about the plight of refugees.

Wild Kingdom ... 02:35... 21:35
At the Buxa Tiger Reserve India's leopards are protected.

Culture Watch ... 01:45... 23:20
The mud baths of Chilca, Peru are said to cure many ills.

NEWSROOM CHRONICLE ... 00:30... 23:50
Henry Flipper, Part II ... 02:25... 26:15
With the help of a college student, Henry Flipper was exonerated nearly four decades after his death.

CNN NEWSROOM CLOSE ... 01:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. For how long did Monica Lewinsky testify before House and Senate leaders yesterday? According to CNN's sources, did her testimony reveal any new evidence? Why do you think the president's attorneys did not ask any questions of Ms. Lewinsky? What did they do instead? Do you think this was a sincere gesture on the part of the White House or a strategic course of action? Explain.

2. What areas of concern did House Manager Ed Bryant expect Ms. Lewinsky to cover in her testimony? What other witness will be able to offer information about the job offer made to Ms. Lewinsky? Who is Vernon Jordan? Who will question him, and in what setting? What are House managers hoping to gain from his testimony?

3. What is the role of the Independent Counsel? What law established the scope of the Independent Counsel's power? Why is President Clinton's attorney on the attack against Independent Counsel Ken Starr? How has Mr. Starr responded to the attack? On what grounds are the president's lawyers filing a contempt of court motion against Mr. Starr? What political benefits does the White House gain by putting the focus back on Ken Starr?

4. Some journalists have described this news story as one "with a life of its own," that is, one that has many twists and turns. Since the revelation of the president's affair it seems there have been new developments in this story, almost on a daily basis. Have students work in groups to reaquaint themselves with the facts of the scandal, the investigation and the trial to date. Then have each group work together to create an editorial cartoon that conveys their view of one aspect of this story. Have each group create its cartoon on poster board. Display student editorial cartoons around the classroom and have the class vote on the best one for publication in the school newspaper.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/02/01/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/02/01/clinton.starr/

EDITOR'S NOTE:
deposition
grand jury
affidavit
partisan
indict
contempt of court
Vernon Jordan
Monica Lewinsky

YOUR DAILY DESK

Health Desk : Capoeira

1. What is capoeira? When and how did this sport originate?

2. Have students refer to the fourth and fifth websites to investigate the history of the Africa-Brazil slave trade. How did African slaves impact the culture of Brazil? What cultural elements are promoted through capoeira? What is the significance of music and dance in capoeira? Why do you think it took so long for capoeira to be accepted in Brazil?

3. Divide your class into several groups. Have each group refer to the first three websites to prepare a presentation in which they compare and contrast the philosophy and style of capoeira to that of another form of martial arts. Have students discuss why capoeira is considered a martial arts sport.

and the potential physical and psychological benefits of capoeira.

LINKS:
http://comptonsv3.web.aol.com/
http://www.capoeira.com/&qry=capoeira&HB&rnk=2
http://newmedia.jrn.columbia.edu/1997/projects/Weekly/Issue_5-Brazil/capoeira.html
http://library.advanced.org/13406/contents.html
http://longman.awl.com/history/visuals_1_8.htm
http://www.tidusa.com/PEHP2000/Planet_Earth/countries/brazil.html

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Health Desk Extra : Health Desk Extra

1. What are the results of two studies about exercise published recently in the Journal of the American Medical Association? Do these same guidelines apply if a person is exercising to lose weight? Explain. According to health experts, how often should one exercise to improve cardiovascular health? If a person wants to tone muscle, in what kind of exercise should he/she engage? How are the new findings on exercise different from advice we had previously heard?

2. As a class, review the tips for beginning an exercise program at the end of this segment. Lead a class brainstorming session to add more tips to this list. What would students suggest to make exercise safe and effective? Direct students to draw on their own physical education to come up with more tips for the class list. For example, students will want to consider the importance of warming up/cooling down, adequate pre-exercise stretching, the role of proper nutrition before exercising, never running/jogging alone, etc. Add student ideas to the original list and present the new list to your school's physical education department to be posted for all students.

3. What are the health benefits of different types of exercise? Have students work in groups to conduct research on exercise and its effects on the body. Direct each group to present a report outlining the specific benefits of exercise on any one of the body's systems.

LINKS:
http://www.americanheart.org/catalog/Health_catpage9.html
http://www.aomc.org/HOD2/fitness/AerobicsForHealth.html
http://www.nutristrategy.com/health.htm

EDITOR'S NOTE:
capoeira
martial art
ginga
roda
Berimbau
blood pressure
cardiovascular
aerobic

WORLDVIEW

Top of the World : State of World

1. According to the Worldwatch Institute, what steps need to be taken to avoid environmental disasters in the 21st Century? How have booming economies affected the quality of life for individuals and the state of the environment? How accurate has the Worldwatch Institute been in

predicting evolving environmental threats? Explain.

2. Why are environmentalists concerned about the increase in the world's population? Do you think people would be willing to modify their lifestyles, including their rate of consumption, in order to protect environmental resources? Why/Why not? Why do you think businesses might be reluctant to change their practices in order to conserve environmental resources? What do you think would motivate businesses to change their practices?

3. Have students brainstorm a list of environmental issues. Direct students to identify how their lifestyle impacts these issues. Divide your class into several groups. Challenge each group to create a self-sufficient community that could provide food, transportation, and shelter without further depleting or polluting the Earth's natural resources. Students should consider using non-fossil fuel energy sources and identify efficient ways of utilizing community land. Following the group presentations, identify the attitudes and values that would need to change in order to establish and sustain this society. What can industries do to support conservation of the environment?

LINKS:
http://cnn.com/US/9901/16/calamity/
http://www.worldwatch.org/
http://www.epa.gov/

Information Please : France Refugees

1. What is a refugee? How many refugees are there throughout the world? What is the purpose of the refugee interactive exhibit? What does the term "asylum" mean? Why do people seek asylum? In France, what percentage of asylum seekers are accepted as refugees?

2. Do you think the international community should be responsible for assisting refugees? Why/Why not? Why do you think governments limit the number of refugees who can receive asylum? Why do you think some people are hostile towards refugees? What responsibilities do you think refugees should have to their host countries?

3. According to Article 14 of the Declaration of Human Rights, people have a right to seek and enjoy refuge from persecution. This Article, which ensures that all refugees have a fundamental right to asylum, is a basic principle of international law. Have groups of students refer to the websites listed below and the Universal Declaration of Human Rights to prepare a presentation about the status of international refugees. Have each group select a country and develop a report addressing the following factors: The number of refugees living in the country, the refugees' countries of origin, the refugees' reasons for seeking asylum, why these reasons were in violation of the Universal Declaration of Human Rights, and how the presence of refugees has impacted the country. As a class, discuss why the number of refugees is increasing, and what the international community can do to address this issue.

LINKS:
http://www.unhcr.ch/
http://www.refintl.org/

Wild Kingdom : India Leopard

1. Where is the Buxa Tiger Reserve located? What is the mission of the reserve? What happens to the leopards once they become healthy and full-grown?

2. How might the leopards' close contact with humans during their stay at the preserve affect their ability to survive in the wild? Do you think humans should prevent species from becoming

extinct? Why/why not?

3. Have students refer to the websites listed below to learn about the leopard and other endangered species. Have each group of students prepare a presentation about one of the endangered species. Direct each group to consider why the animal is endangered, how the animal impacts the ecosystem, and the efforts being undertaken to save the animal from extinction.

LINKS:
http://www.indiatouristoffice.com/East/buxa-tr.htm
http://www.worldwildlife.org/species/frame_species.htm

Culture Watch : Peru Mud Bath

1. In which country are the mud baths of Chilca located? What minerals are contained in the mud? Why do people use the mud baths? Why are many people in Peru unable to access modern medical care?

2. What is a "miracle cure"? Why do you think some Peruvians consider the mud baths to be a miracle cure?

3. Have students use multimedia resources, including the websites below, to research how modern medicine has impacted Western culture. Direct students to prepare charts that illustrate the correlation between the development of modern medicine and the following: Life expectancy, the economy, and the environment. Discuss the benefits and liabilities of modern medicine, and whether or not non-industrialized nations should have equal access to medical technologies.

LINKS:
http://wwwindex.nlm.nih.gov/nlmhome.html
http://www.asap.unimelb.edu.au/hstm/hstm_ove.htm

EDITOR'S NOTE:
Worldwatch Institute
environmental disaster
refugee
asylum
Buxa Tiger Reserve
leopards
Chilca, Peru
mud bath

NEWSROOM CHRONICLE

Henry Flipper, Part II : Henry Flipper, Part II

1. Summarize the personal and professional accomplishments of Henry O. Flipper. In spite of these accomplishments, why was there always "a dark cloud" above his head? Who was finally able to help clear Henry Flipper's name? How?

2. How did residents of Henry Flipper's hometown of Thomasville, Georgia, pay their last respects to him in 1978? How did this ceremony fulfill his last wishes? Describe the mood at Mr. Flipper's funeral. Why was it a happy occasion?

3. Have groups of students conduct research to learn more about the life of Henry O. Flipper and Ray MacColl's efforts to clear Mr. Flipper's name. Share group findings. Challenge each group to use what it has learned to create a memorial, small-scale monument, or a plaque commemorating the life of Henry Flipper. Have each group present its work.

LINKS:
http://members.tripod.com/~IronHorseman/hflipper.htm
http://www.library.arizona.edu/images/afamer/flipper.html
http://www.rose.net/flipper.htm

EDITOR'S NOTE:
honorable discharge
Ray MacColl
exonerate
riderless horse

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 3, 1999

CNN.com hosts SPEAK OUT, a series of web chats for students with leading African-American artists, politicians and scholars, each Thursday in February from 12-1 pm ET. Go to CNN.com/chat/studio.html this Thursday for a chat on education.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45
Top Story ... 03:45... 06:30
-Vernon Jordan testifies for House managers.
-Senators on both sides of the aisle look for a speedy resolution to the impeachment trial.

YOUR DAILY DESK ... 01:25... 07:55
Business Desk ... 01:50... 09:45
The DVD Recorder could pump new life into the consumer electronics business.

WORLDVIEW ... 00:30... 10:15
Did You Know? ... 02:45... 13:00
A new Internet search engine provides non-U.S. nations better access to information.

Inside Europe ... 03:05... 16:05
In Greece, the Archeloos river diversion project causes controversy.

Culture Watch ... 01:55... 18:00
Archaeologists discover new treasures of ancient Egypt.

Wild Kingdom ... 02:45... 20:45
Elephant polo becomes a major tourist attraction in Nepal.

NEWSROOM CHRONICLE ... 01:00... 21:45
Our World ... 01:30... 23:15
Students at this California high school may not be old enough to vote, but they do have political opinions.

Look Ahead ... 00:40... 23:55
Feb. 12th: PASSING GLORY

Educator Feedback ... 00:00... 23:55
We'd like your thoughts on the Daily Guide. See the section below.

CNN NEWSROOM CLOSE ... 04:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. Who is Vernon Jordan? Why has he been called to testify on videotape by the House managers? According to the House managers, what inconsistencies in this and his previous testimony have surfaced? How did the president's attorneys feel about Mr. Jordan's testimony yesterday? Who is scheduled to testify next?

2. What is a finding of fact? Why is White House Press Secretary Joe Lockhart critical of this option as a way to settle the impeachment trial? What option did he mention instead? Is censure an option mentioned in the Constitution? If not, why do you think the White House would agree to a censure?

3. What do Senators Lieberman, Hatch and Byrd have in common regarding their opinions on the impeachment trial? Explain what both Democrats and Republicans have to gain from a speedy resolution to the trial. Explain why members of both parties want it to appear that the president is not being exonerated.

4. As a class, identify the two senators that represent your state. Generate a class discussion about their views on the impeachment trial so far, if they have made their views known. What options for ending the trial do students think their senators are likely to support? Why? What course of action would students like their senators to endorse? Have each student write a letter to one of his/her senators in support of one course of action in the impeachment trial (e.g., censure, finding of fact, adjournment plus, vote on the Articles of Impeachment.)

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/02/02/impeachment.jordan/
http://cnn.com/ALLPOLITICS/stories/1999/02/02/exit.crowley/

EDITOR'S NOTE:
deposition
amplification
bipartisan
exonerate
acquittal
censure
finding of fact
adjournment

YOUR DAILY DESK

Business Desk : DVD Recorder

1. Explain how the product in the video could make VCR's obsolete. Why is formatting likely to be the subject of dispute among electronics companies that have developed DVD recorders? Once a format is approved, what advantages could DVD Recorders offer consumers? Are there any downsides to this new product? Explain.

2. Direct students to the first two Internet sites below to learn more about DVD technology and products. Then have students consult the last website for a list of commercial DVD pages. Direct students to choose one of the manufacturers listed and read about their DVD offerings. Have each student prepare a brief oral report on one of the manufacturer's products and its features, and offer his/her ideas for marketing that product.

3. Review the steps in the New Product Development Process presented in the lead-in to this segment (Idea Generation, Idea Screening, Concept Development and Testing, Business Analysis, Product Development, Market Testing, Commercialization). Have students note these steps. Then, divide the class into small groups. Challenge each group to use these steps to generate an idea for a new product, explain how it would be evaluated, tested, marketed, and where it would be introduced. In other words, have each group use the New Product Development Process to create a new product of its own. Direct each group to share the details of its process and results with the class.

LINKS:
http://www.infoproducts.co.uk/products/whatis/dvd.htm
http://www.sonomadvd.com/what_is_dvd.html
http://www.mpeg.org/MPEG/dvd.html

EDITOR'S NOTE:
DVD
consumer electronics
VCR
format

WORLDVIEW

Did You Know? : Hong Kong Search Engine

1. Why has the World Wide Web been referred to as the "American Wide Web?" How is Orientation different from other Internet search engines?

2. Divide your class into several groups. Have each group conduct an Internet scavenger hunt using different search engines to answer the following questions: Why is the use of cable important to Internet use? When was the World Wide Web introduced? Approximately how many webpages are created each day? How many schools in the U.S. are connected to the Internet? Is the Internet regulated? What are the ethical issues associated with Internet use? Please note that if students have difficulty locating information, they can refer to the websites listed below. After the scavenger hunt, identify which search engines were the most effective and user-friendly. Discuss the benefits and drawbacks of the Internet, and whether or not the Internet should be regulated.

LINKS:
http://www.internetvalley.com/intvalold.html
http://userwww.sfsu.edu/~sonlu/

Inside Europe : Greece Dam

1. What is the Archeloos river diversion project? Where is the project located? Why does the Greek government want to build the dams? Why do some people oppose the construction of these dams?

2. What are the political agendas of the environmentalists and the dam contractors? How are they

different? Do you think the people of Mesochora should be forced to leave their village? Why/why not?

3. Have students use multimedia resources, including the websites listed below, to learn about the history of the Archeloos river diversion project and the project's economic, social and environmental impact. Conduct a class debate about whether or not the river diversion project should be completed.

LINKS:
http://www.penelope.gr/penelope/Cases/greek/leaf1.htm
http://www.edf.org/programs/International/Dams/
http://lcweb2.loc.gov/frd/cs/grtoc.html

Culture Watch : Egypt Tombs

1. What artifacts were recently found in the desert south of Cairo? Approximately how old are these artifacts? Where will these artifacts eventually be stored?

2. How does the study of archaeology impact our civilization? Why do you think archaeologists consider these recent finds significant?

3. Prior to beginning the following activity, refer your students to the second website listed below to learn about the history of the Egyptians and the significance of Egyptian tombs.
Then, direct each student to imagine that he/she is a pharaoh or Egyptian queen in 1999. Inform students that they must design their future tombs. Have students address the following questions: What objects would you want placed in your tomb? How would these objects benefit you in your future life? What inscriptions would you want on your tomb? What would these inscriptions reveal about your life? Have students share their projects. As a class, imagine that four thousand years from now an archaeologist unearths their tombs. What would the contents of their tombs reveal about present-day civilization?

LINKS:
http://cnn.com/WORLD/africa/9901/09/egypt.royal.tombs/index.html
http://www.verdenet.com/isis/Elife.htm
http://www.anthro.mankato.msus.edu/egypt/index.htm

Wild Kingdom : Elephant Polo India

1. Where and when did the sport of elephant polo originate? How is elephant polo different from regular polo? Why is elephant polo only played in Nepal?

2. Why do you think elephant polo is so popular? Do you think elephants should be used for sport? Why/why not?

3. Direct students to use multimedia resources, including the third website listed below, to learn about the Asian elephant. After students have completed their research, have them refer to the fourth website to take the quiz on Asian elephants.

LINKS:
http://cnn.com/WORLD/asiapcf/9812/09/fringe/nepal.elephant/
http://www.tigertops.com/WEPA/index.htm
http://www.panda.org/
http://www.panda.org/kids/quiz/asn_ele/qasemain.htm

EDITOR'S NOTE:
elephant polo
Nepal
archaeologist
Egypt
Acheloos river project
dams
search engine
Internet

NEWSROOM CHRONICLE

Our World : Teen Politics

1. What are some of the opinions voiced in the video about President Clinton's impeachment? What different political groups are represented on the campus of this high school? Do you think most teenagers are as interested in politics as the ones you see in this video? Why/why not?

2. Are students interested in politics at your school? As a class, generate questions for a brief survey about the level of interest in all things political among your school's students. Divide the class into groups and direct each to poll a particular group of students for responses to the survey. Reconvene the class and collate the findings of all groups. As a class, analyze the data. Are students surprised by their findings? In general, are students in your school interested or disinterested in politics? Compare the sentiments of local students to those you saw in the video. What factors might account for any differences? Discuss.

LINKS:
http://www.seattletimes.com/politics/html98/altkids_101998.html
http://www.jsonline.com/news/president/1001parents.asp

EDITOR'S NOTE:
Orange County
conservative
liberal
activist

Educator Feedback : Educator Feedback

1. *We'd like to know how you use the Guide and what you think of this resource!* Now and then we'll be asking questions about specific aspects of the Daily Guide and CNN NEWSROOM. This week, we'd like to know if you use the "hot links" provided in the Guide. Do your students use these links as supplementary resources? What kinds of links are the most helpful to you? What kinds of links would you like to see more often? To respond, simply send us an e-mail at donna.krache@turner.com.

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CNN NEWSROOM Guide

February 4, 1999

CNN.com hosts SPEAK OUT, a series of web chats for students with leading African-American artists, politicians and scholars, each Thursday in February. Go to http://cnn.com/chat/studio.html TODAY from Noon - 1:00 pm (ET) for a chat on education.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:50... 07:05
-White House Aide Sidney Blumenthal offers testimony in the impeachment trial.
-The president carefully plots his strategy as the end to the trial draws near.

YOUR DAILY DESK ... 00:55... 08:00
Science Desk ... 02:10... 10:10
Technology turns a dancer's energy into music on the interactive dance floor.

Science Desk Extra ... 02:50... 13:00
NASA scientists launch a mission that should provide clues about the origin of the solar system from comet dust.

WORLDVIEW ... 00:30... 13:30
Top of the World ... 02:15... 15:45
Russia introduces the MiG-MLI, a new model of fighter plane.

Fast Fact ... 01:55... 17:40
In Thailand, surgeons volunteer to correct children's birth defects.

Inside North America ... 03:10... 20:50
The popularity of Gospel music is on the rise.

Wild Kingdom ... 02:35... 23:25
The Turtle Lady of Karachi protects endangered sea turtles.

NEWSROOM CHRONICLE ... 00:35... 24:00
Black History: Education ... 02:20... 26:20
Some feel that the education rights many people marched for in the '60s are still far from equal.

Educator Feedback ... 00:00... 26:20
We'd like your thoughts on the Daily Guide. See the section below.

CNN NEWSROOM CLOSE ... 01:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. Who is Sidney Blumenthal? According to sources who were present at the deposition, what was learned from his testimony yesterday? Why did White House lawyers voice several objections during the questioning?

2. Why did the pep rally held at the White House immediately after the president was impeached infuriate Republicans and some Democrats? What action are some Republican senators considering as a way to find the president "guilty" without removing him from office? Why is the White House opposed to this action? What other battle is the White House currently waging regarding the impeachment process?

3. Read this quote from the video to students "The Constitution clearly lays out for the Senate what their constitutional role is, which is to either convict and remove or acquit, and that's by a two-thirds majority" (Joe Lockhart, White House Press Secretary). Discuss this quote, then as a class, review some of the options being considered by various senators as the next step in the trial. Next, have students work in groups to research ways that the House and Senate have, in the past, voiced their disapproval of the behavior of members of the Executive Branch. (The first two websites below should be of assistance.) Have groups share their findings and discuss whether any action short of a vote on the Articles of Impeachment could be constitutionally justified. Do students agree or disagree with Mr. Lockhart's assessment?

LINKS:
http://www.abcny.org/impch98.htm
http://www.abcny.org/presimpt.htm
http://cnn.com/ALLPOLITICS/stories/1999/02/03/look.ahead/
http://cnn.com/ALLPOLITICS/stories/1999/02/03/fact.finding/

EDITOR'S NOTE:
cross-examine
subpoena
deposition
acquittal
finding of fact
Sidney Blumenthal
gloat
Tom Daschle

YOUR DAILY DESK

Science Desk : Interactive Dance Floor

1. What innovation has Professor Russell Pinkston come up with at the University of Texas at Austin? How many sensors does the machine use? How do they translate the dancer's movements into music? In what ways are performances with this new dance floor one-of-a-kind?

2. How is the computer prepared for situations where the dancer becomes tired and just wants to dance rather than "play" music? How might this tool be used by individuals with physical challenges that prevent them from playing other kinds of musical devices? Do you think this new device is an instrument or an art form? Why?

3. Have your students investigate a movement and music correlation by doing the following: Number twelve large index cards and randomly place them within a five foot by five foot square. These will represent each of the twelve notes in the chromatic scale from one musical octave to the next. Have one student jump from card to card randomly while the rest of the class records the numbers in order of occurrence. After the student jumps on five cards, select a new student and repeat. When five students have had their turn to jump, have one of the student musicians in your class play the notes to which the numbers correspond in order on an electric piano or small keyboard giving each note one beat. Ask the class if it sounded like anything they have heard before. If the musician feels comfortable, have him/her replay the notes adding a beat or using different note lengths and rests. Repeat until everyone in the class has had the chance to jump on their cards and discuss what it might feel like to "play" Professor Pinkston's dance floor.

LINKS:
http://www.utexas.edu/cofa/casa/projects/project1.html
http://ourworld.compuserve.com/homepages/Neil_Hawes/theory.htm

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Science Desk Extra : Science Desk Extra

1. What is the goal of the Stardust mission? How long will it take Stardust to catch up to its comet? What happens once Stardust reaches the comet? How much material will be captured? How will the material be brought back to earth? Why do NASA scientists feel that the study of comets is so important?

2. What kinds of questions and clues do students think will result from the Stardust mission? Challenge students to pretend they are a team of NASA scientists. As a class, brainstorm a list of questions they would like to address based on what they hope to learn from the Stardust mission. Write the questions on the board. For each question, discuss what clues scientists might look for as they examine the minute sample of comet dust that is returned to earth.

LINKS:
http://stardust.jpl.nasa.gov/top.html
http://stardust.jpl.nasa.gov/faq.html

EDITOR'S NOTE:
digitize
improvisation
sensor
interactive
Stardust
comet
interstellar
organics

WORLDVIEW

Top of the World : Russia New MiG

1. How is the MiG-MLI different from earlier versions of the MiG? What is the state of Russia's economy? Why is the Russian government backing the development of the MiG-MLI? Why does the Russian military consider funding of the MiG-MLI to be a "big gamble"?

2. Given the critical state of Russia's economy, do you think the revenue generated by the sales of the MIG-MLI should go towards updating Russia's military? Why/why not? Why was the presence of the United States at the unveiling of the MiG-MLI historically and politically significant? Do you think the United States should buy weapons from Russia? Explain.

3. Have students use multimedia resources, including the websites listed below, to investigate the political and economic issues related to the buying and selling of military weapons. Conduct a class debate about whether or not nations should continue to develop and sell military weapons.

LINKS:
http://aeroweb.lucia.it/~agretch/RAP.html
http://cnn.com/SPECIALS/1998/09/crisis.russia/
http://www.basicint.org/wtindx.htm

Fast Fact : Thailand Operation

1. What is the mission of the Smile For Fathers program? Where is this program located? How is this program funded?

2. Why do you think doctors volunteer their services for the Smile For Fathers program? How might having a birth defect affect a person's sense of self? How does this program benefit the local community and the international community?

3. Have groups of students refer to the March of Dimes website listed below, and direct each to prepare a presentation about one type of birth defect. Each presentation should address the following: The prevalence of the birth defect, its causal factors, types of preventative interventions, its impact on a person's development and lifestyle, types of treatment approaches and treatment outcomes. Following the presentations, have students e-mail the March of Dimes Association to find out about how the class can help the organization to combat birth defects.

LINKS:
http://www.modimes.org/

Inside North America : Gospel Music

1. What is gospel music? Where in the United States did gospel music originate? Why is gospel music becoming increasingly popular?

2. What impact do you think VH1 will have on the gospel music industry? Do you think gospel music has the ability to "change people's lives?" Why/why not? Over the years, some forms of music have created political controversy. Do you foresee gospel music causing political controversy? Why/why not?

3. Have your students brainstorm a list of popular songs that contain lyrics. Select five songs from the list that represent different styles of music. Next, have students use multimedia resources to obtain the lyrics for these songs, as well as the lyrics to several contemporary gospel songs. If possible, have students listen to these songs. Direct each student to write a paper about each song's political, social, religious or spiritual message. As a class, compare and contrast the lyrics and music of the gospel songs to the other songs. What do these songs reveal about our culture?

LINKS:

http://cnn.com/SHOWBIZ/Music/9901/07/franklin.gospel/index.html
http://www.grammy.com/

Wild Kingdom : Turtle Lady

1. How many different types of sea turtles exist? Why have sea turtles become an endangered species? What is the Turtle Lady doing to protect sea turtles?

2. As a class, discuss why education is critical to the success of the sea turtle conservation project. The goal of this activity is to have your class develop a presentation for their school and community about the plight of the sea turtles. Have students brainstorm a list of the different issues related to turtle conservation. Divide your class into several groups. Direct each group to develop a presentation about one of the identified issues. Have each group refer to the links listed in the website below to obtain additional information about sea turtles and presentation resources. As a class, have each group present its information to individual classes, civic groups, community, library, a local aquarium or science museum. Students can also write an editorial for their local paper addressing the plight of the sea turtles.

LINKS:
http://cnn.com/TECH/science/9901/06/pakistan.turtles/index.html

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EDITOR'S NOTE:
Russia
MiG-MLI
birth defect
Thailand
gospel music
spirituality
sea turtles
endangered species

NEWSROOM CHRONICLE

Black History: Education : Black History: Education

1. How did the Brown v. Board of Education case forever change education in the U.S.? How did many schools and universities become battlegrounds as a result? What evidence exists to support the claim that many of past feelings toward integration still exist today?

2. What is affirmative action? Why are some opposed to this policy? Why are some African-American students not taking an active role in this debate? Why do you think enrollment at historically black colleges is up?

3. Besides integration/busing and affirmative action, what other education-related issues affect the black community? As a class, list these issues mentioned in the video (Afrocentric/multicultural education, Ebonics) and add others students think are significant. Next, group students and direct each group to choose one of the issues to research. Have each group present a report on the current status of its issue. When all reports are complete, generate a class discussion about the current state of equality of education in the U.S.

4. Ask students to consider how they might have felt if they were "in the other person's shoes" and they had to confront issues of education and individual rights. Challenge students to put

themselves in another's place and consider the situation from that person's perspective. Have each student choose a situation mentioned in the video, for example, a black student who was about to enter an all-white school after the Brown v. Board of Education decision, or a white job applicant who felt that affirmative action opened the door for a black applicant but closed the door for him. Direct each student to take on an opposite perspective and write a diary entry expressing his/her views on the issue. After the diary entry is complete, ask students to write brief paragraphs stating whether or not this exercise had any impact on their initial opinions.

LINKS:
http://www.blackfamilies.com/
http://www.cal.org/ebonics/
http://www.latinolink.com/opinion/1229orog.htm
http://www.edweek.org/ew/vol-15/20shaw.h15
http://www.gse.ucla.edu/courses/ed191/assignment1/index.html

EDITOR'S NOTE:
integration
affirmative action
George Wallace
busing
racial quotas
Afrocentric
Ebonics
"separate but equal"

Educator Feedback : Educator Feedback

1. *We'd like to know how you use the Guide and what you think of this resource!* Now and then we'll be asking questions about specific aspects of the Daily Guide and CNN NEWSROOM. This week, we'd like to know if you use the "hot links" provided in the Guide. Do your students use these links as supplementary resources? What kinds of links are the most helpful to you? What kinds of links would you like to see more often? To respond, simply send us an e-mail at donna.krache@turner.com.

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CNN NEWSROOM Guide

February 5, 1999

You can have the text version of the Daily Guide e-mailed to you everyday! Click on the box at left that says, "Get your Guide delivered daily!" Just follow the directions to sign up!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 03:35... 05:50
Senators vote to allow excerpts of taped witness testimony to be played before closing arguments.

YOUR DAILY DESK ... 01:05... 06:55
Editor's Desk ... 01:55... 08:50
Political activists throw pies at prominent people to make a statement.

WORLDVIEW ... 01:20... 10:10
Cold War, Part I ... 03:40... 13:50
CNN's Andrea Koppel examines the role of the United Nations during the Korean War and the war between Iraq and Kuwait.

Cold War, Part II ... 02:50... 16:40
Present-day North Korea faces international and domestic challenges.

Cold War: Korea Roundtable ... 02:45... 19:25
What is the purpose of the U.S. military presence in Korea?

NEWSROOM CHRONICLE ... 01:10... 20:35
Sunday Spin Machine ... 03:40... 24:15
Political news is often made on Sunday mornings as spin machines take advantage of weekend talk shows.

Look Ahead ... 00:40... 24:55
Monday: Walter Cronkite Interview

This Day, This Century ... 01:30... 26:25
Several memorable events took place on this date throughout this century.

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What was the outcome of the vote on live witness testimony in the Senate? Why do you think many Democratic and Republican senators voted not to have Monica Lewinsky testify live before the full Senate? Do you agree with their decision? Why/why not?

2. What is the controversy surrounding a Republican proposal for a "finding of fact"? How would this proposal offer senators another option in making a final decision on the issue of impeachment? Why are most Democrats opposed to this plan?

3. How does presidential Press Secretary Joe Lockhart interpret this latest series of votes in the Senate? Why is the White House disappointed that excerpts of the three testimonies will be aired? What do you think "snippet fairness" means? Do you think the snippets of testimony that are shown will have a significant impact on the outcome of the vote on the Articles of Impeachment? State your rationale. Do you think the snippets will have an impact in the court of public opinion? Explain.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/02/04/impeachment/
http://cnn.com/ALLPOLITICS/stories/1999/02/04/impeachment/

EDITOR'S NOTE:
deposition
closing arguments
acquit
resolution

YOUR DAILY DESK

Editor's Desk : Pie Throwers

1. What is the name of San Francisco's mayor? Why did the activists throw the pies at Mayor Willie Brown? What happened to the activists as a result of their actions?

2. Why do people become activists? Why do you think pie throwing is being used as a means of demonstration? How do you think Mayor Willie Brown felt when he was hit in the face by the pies? Do you think throwing pies is an effective and ethical way to make a political statement? Explain.

3. Have students refer to the websites listed below to learn about the different forms of activism. Divide students into groups. Have each group develop a presentation that illustrates a form of activism that was carried out by a historical figure. For example, Martin Luther King used nonviolent civil disobedience to protest racial inequality. Following the presentations have students discuss whether or not these forms of activism were effective and ethical. How do students think democratic citizens should behave when they believe governments act unjustly?

LINKS:
http://www.activism.net/
http://www.enviroweb.org/cco/organizing/miniguides/creative/cd.html

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EDITOR'S NOTE:
political activism
pie throwing
assault
Mayor Willie Brown

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. Who was General Douglas MacArthur? Which countries were aligned with North Korea during the Korean War? Why did the Far East commander falsify the G-2 reports? Why did the U.S. want to impose sanctions on China? Why were the allies of the U.S. reluctant to impose sanctions on China? Why do you think a majority of Americans wanted to pull out of Korea in 1950?

2. Have students refer to the first website to learn about North Korea's involvement in the Cold War. Have students consider and discuss what the outcome might have been had General MacArthur been allowed to pursue the war in China.

3. Why did the U.S. refrain from intervening when Iraq invaded Kuwait? Why did the U.S. request that the U.N. convene an international coalition? Why did U.S. Secretary of State James Baker meet with Soviet Foreign Minister Eduard Shevardnadze before Iraq invaded Kuwait? Why was it politically and historically significant that the Soviet Union agreed to support the U.N.'s decision to use military force to remove Iraq from Kuwait?

4. Have students refer to the second website to learn about international relationships during the Cold War. Discuss how the United States' relationship with China, Russia and North Korea has changed since the Cold War. How have these changes benefited the international community? Inform students that the Cold War ended without the use of nuclear weapons. Next, have students conduct a debate about whether or not the threat of nuclear war still exists.

LINKS:
http://cnn.com/SPECIALS/cold.war/episodes/05/
http://cnn.com/SPECIALS/cold.war/

Cold War, Part II : Cold War, Part II

1. Who is the political leader of North Korea? Why is North Korea considered to be one of the most perplexing countries in the world? What measures have the Korean government taken to indoctrinate its citizens to the nation's political ideologies? How does North Korean's perspective of the Korean War differ from the perspective of the United States? What is the current economic status of North Korea?

2. Have students refer to the websites listed below to learn about post-war North Korea. Divide your class into several groups. Have each group prepare a presentation about one of the following aspects of present-day North Korea: Form of government, major industries, economy, nuclear programs, relationship with the international community. Following the presentations, have students discuss why they think the North Korean government is devoting its limited resources to glorify the state while their citizens are deprived of food. Should the international community provide aid to North Korea? Why/why not? What form of aid would be appropriate?

LINKS:
http://cnn.com/WORLD/asiapcf/9901/31/nkorea.famine/index.html

http://darkwing.uoregon.edu/~felsing/kstuff/nkshelf.html

Cold War: Korea Roundtable : Cold War: Korea Roundtable

1. What is the status of the war in Korea? Why does the United States maintain a military presence in South Korea? What might happen if the U.S. were to withdraw its troops?

2. Have students use multimedia resources, including the websites listed below, to investigate the history of North Korea's relationships with Japan, China, Russia and South Korea. Have students discuss why an invasion of South Korea by North Korea would destabilize all of Northeast Asia. Direct students to consider political, economic and geographic factors.

LINKS:
http://www.un.org/
http://www.state.gov/
http://www.mnd.go.kr/

EDITOR'S NOTE:
Cold War
sanctions
international coalition
Korean War
Soviet Union
China
North Korea
indoctrination

NEWSROOM CHRONICLE

Sunday Spin Machine : Sunday Spin Machine

1. What kind of talk shows are usually broadcast on Sunday mornings in the U.S.? Why are these programs significant to Washington's power players? Who appears on these shows? What happens there?

2. According to the video, why do many political players wait until Sunday morning if they have something important to say? How would you describe the competition among the Sunday programs for newsworthy guests? What is "the art of the get"? What happens if your program cannot "get" a sought-after guest?

3. How is the Sunday talk circuit "part of the echo chamber" of news? Explain how Sunday programs initiate a sort of chain reaction for information in Washington.

4. In political parlance, what is "spin"? Why do political interests offer their own "spin" on the facts? After a brief discussion of the definition and purpose of "spin," challenge groups of students to find some examples. Online news sources (check out http://cnn.com/ALLPOLITICS/) newspapers and news magazines are good sources. Direct each group to select one specific example of spin. Then tell each group to roleplay a soundbite from a Sunday morning talk show in which one or more group members puts the opposite "spin" on the information it has found. Discuss how the "spin machine" affects the flow of information via the media.

LINKS:

http://www.pbs.org/newshour/bb/white_house/july-dec98/staff_8-14.html
http://www.irts.org/ie/u30/spindoc.htm

This Day, This Century : This Day, This Century

1. Review some of the events that took place on February 5th. How does each historical event you have mentioned give us clues as to the issues of importance at that time?

2. Challenge students to prepare their own "This Day, This Century" reports. Have each choose his or her birthday as the day to research, then cite and explain at least three events that happened on that day in the 20th century.

LINKS:
http://history1900s.miningco.com/mbody.htm
http://www.camelotintl.com/365_days/365_days.html

EDITOR'S NOTE:
"spin"
echo chamber
newsworthy
trial balloon
soundbite
stake out
immigration
air piracy

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 8, 1999

Today's program has been preempted to allow CNN's LIVE coverage of the funeral of Jordan's King Hussein. The following questions, activities and websites may be useful as you and your students follow this news story.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

The Death of Jordan's King Hussein ... 28:00... 28:00
The world mourns the passing of Jordan's King Hussein.

---------- CNN NEWSROOM STORIES ----------

The Death of Jordan's King Hussein : The Death of Jordan's King Hussein

1. When and under what circumstances did King Hussein become King of Jordan? How did King Hussein die? How do the citizens of Jordan feel about the death of King Hussein? Why? How will Jordanians mourn the death of King Hussein? Why is King Hussein's death being mourned throughout the world?

2. Jordan is a constitutional monarchy. Have students refer to the first website to learn about the history and structure of Jordan's government and monarchy. What is the relationship between Jordan's monarchy and its government? How has Jordan's status as a nation changed since WWI? Have students create a timeline depicting the changes in Jordan's government and monarchy since 1920.

3. Who is the new King of Jordan? In a televised address after his father's death, King Abdullah stated "King Hussein was a father to every one of you, as he was my father...Today you are my brothers and sisters and you are dear to me....We will preserve the course that Hussein set." What message was King Abdullah trying to convey to the people of Jordan? Have students refer to the second, fourth and sixth websites listed below to learn about the history of King Hussein's reign and his domestic and foreign policies. As a class, discuss what King Abdullah must do to "preserve the course" that was set by his father, King Hussein. Why do some people have reservations about King Abdullah's ability to be an effective monarch?

4. Locate Jordan on a map and identify its neighboring countries. Have students refer to the websites listed below to investigate the significant events of King Hussein's life and his role in the Middle East peace process. As a class, consider and discuss the following questions: How has Jordan's relationship with Israel changed during the last 46 years? How was King Hussein instrumental in facilitating peace between these two nations? What impact did King Hussein have on the Wye River peace talks in Maryland last year? What lessons can world leaders learn from King Hussein and his ability to promote peace?

5. Have students refer to the websites listed below to learn about the life of King Hussein. Have each student assume the role of an international political leader. Have each student prepare a two minute eulogy of King Hussein that he/she will read at his funeral.

6. What is the significance of Jordan's relationship with Iraq? Have students use multimedia resources, including the first and last websites, to learn more about the trade and political relationships between the two nations. Why do you think the government of Iraq has been reluctant to release an official statement about the death of King Hussein?

LINKS:
http://jordanmall.com/jordan/government.htm
http://cnn.com/WORLD/meast/9902/07/hussein.03/
http://cnn.com/WORLD/meast/9902/07/king.hussein.obit/chrono.html
http://cnn.com/WORLD/meast/9902/05/jordan.neighbors/
http://cnn.com/interactive/specials/9902/jordan.facts/frameset.exclude.html
http://cnn.com/WORLD/meast/9902/07/king.hussein.obit/index.html

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EDITOR'S NOTE:
Amman, Jordan
King Hussein
King Abdullah
constitutional monarchy
Palestinian
Six Day War

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CNN NEWSROOM Guide

February 9, 1999

You can have the text version of the Daily Guide e-mailed to you everyday! Go to http://lists.turner.com/cgi-bin/learning/lyris.pl?enter=cnrguide. Just follow the directions to sign up!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05
Top Story ... 02:25... 05:30
House prosecutors and White House lawyers wrap-up their impeachment arguments.

YOUR DAILY DESK ... 01:05... 06:35
Health Desk ... 02:35... 09:10
Home water purification systems may help to improve the quality of drinking water.

WORLDVIEW ... 00:35... 09:45
King Hussein, Part I ... 03:00... 12:45
World leaders gather to say their final farewell to King Hussein of Jordan.

King Hussein, Part II ... 06:35... 19:20
King Hussein was a force for stability both in Jordan and throughout the Middle East.

NEWSROOM CHRONICLE ... 00:30... 19:50
Profiles in History ... 06:45... 26:35
Walter Cronkite reflects upon the importance of history and the evolution of his career.

Educator Feedback ... 00:00... 26:35
We'd like your thoughts on the Guide. Please see the section below.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What is the significance of today's debates between House prosecutors and White House lawyers? What arguments did House prosecutors and White House lawyers emphasize in their summations? What complaints did the House managers and White House lawyers have about the process of the

impeachment trial? Do you think their complaints are valid? Explain.

2. What are the two articles of impeachment? How many votes would House managers need in order to impeach the president? Why do you think the Senate will vote not to convict the president of perjury? Do you think the Senate will find the president guilty of obstructing justice? Explain. How would removing the president from office impact the American people?

3. On Tuesday the Senate will begin deliberations, the final phase of the trial. Although senators from both sides of the political aisle have come forward to support open deliberations, why do you think Majority Leader Trent Lott ruled to conduct the impeachment deliberations in private? Do you agree with his decision? Why/why not?

4. Why do you think the majority of the Senate might support a bipartisan censure resolution? Why might some senators be opposed to a censure resolution? Why might the Senate have to wait until after the President's Day weeklong recess to rule on a censure resolution?

5. As a class, brainstorm a list of significant issues related to the impeachment trial. Divide your class into several groups. Direct each group to select an issue and write two brief editorials that reflect both sides of the issue. Following a class discussion of the editorials, have each group submit its editorials to CNN's Voter's Voice located at the last website listed below.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/02/08/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/02/08/censure/
http://cnn.com/ALLPOLITICS/analysis/voters.voice/1999/01/28/

EDITOR'S NOTE:
perjury
censure
House Manager
obstruction of justice
bipartisan
summation
deliberations

YOUR DAILY DESK

Health Desk : Water Purifiers

1. According to the U.S. Environmental Protection Agency (EPA), what percentage of the drinking water in the United States is safe to drink? What are the differences between the two types of home filtration systems that were mentioned in the Newsroom video?

2. Prior to conducting the activities, have students refer to the websites listed below to investigate the EPA's involvement in the protection of drinking water in the United States. Have students answers and discuss the following questions: What is the Safe Drinking Water Act? How long has the act been in existence? How does the EPA protect the nations supply of drinking water? Do you think the EPA is doing an effective job of protecting drinking water in the U.S.? Why/why not? What can the public do to support the EPA's efforts?

3. Divide your class into two groups. Have each group use multimedia resources, including the websites listed below, to implement one of the following two activities: Develop a presentation that outlines the different types of drinking water contaminants, their origins and their potential health

hazards, or conduct a panel discussion about what would happen if the nation's drinking water supply were to become contaminated. Could people survive?

LINKS:
http://www.epa.gov/ogwdw000/kids/index.html
http://www.epa.gov/OGWDW

EDITOR'S NOTE:
water filtration system
Environmental Protection Agency
contaminant
microorganisms
radionuclide

WORLDVIEW

King Hussein, Part I : King Hussein, Part I

1. Who were some of the world leaders in attendance at King Hussein's funeral? Why did Queen Noor and other female members of the family not attend the King's burial? How did the Queen acknowledge the presence of those who came from other countries to pay their respects? Who is the new King of Jordan? Why do you think the leaders of Israel and Russia spent time with him before returning home?

2. U.S. Secretary of State Madeleine Albright decided not to travel to Jordan because Muslim tradition prohibits women from attending a burial. Do you think her decision was an appropriate one? Why/why not?

3. King Hussein was buried on "a day of extraordinary images." Sworn enemies attended to pay their respects, side-by-side. Crowds of Jordanians wept openly. Ask students to consider these images and discuss how they would convey them, if they were present, to the rest of the world. Challenge each student to research the day's events and prepare a brief (approximately 1-2 minutes) script for a news report on the funeral of the king.

4. As a class, research and list the names of the world leaders who were present at King Hussein's funeral. In the video we are told that "some were at one time enemies...on this day all seemed to be here as a friend." Challenge each student to select one of these leaders and conduct research to learn more about his country's relationship with Jordan, past and present. Direct each student to use what he/she has learned to write an analysis of the relationship between the two countries and make predictions about the direction of future relations.

LINKS:
http://cnn.com/WORLD/meast/9902/08/hussein.03/
http://cnn.com/WORLD/meast/9902/08/hussein.politics/
http://cnn.com/WORLD/meast/9902/08/hussein.02/
http://www.studyweb.com/his/mideast/hisjord.htm

King Hussein, Part II : King Hussein, Part II

1. When did King Hussein bin Talal assume the throne? How old was he at the time? Why did few predict that he was to become a symbol of stability in the Middle East?

2. What political crises did King Hussein survive? Why did the Six Day War prove to be a liability for him? How did he "march to the beat of a different drummer" during the Cold War? What were his views on communism? Why do you think these views did not coincide with those of some of his neighbors?

3. According to the video, to what did many credit King Hussein's "genius for survival"? Why was the middle road he sought frought with peril during the Gulf War? How did his position on the war hurt him and his country on the international front? Why was his decision to remain neutral good politics on the domestic front?

4. How did King Hussein introduce his people to democracy? How did he contribute to the efforts for a lasting peace in the Middle East? What was his last official task as he fought a losing battle with cancer?

5. In the video we learn that "Hussein bin Talal lived and died in a violent world, a world he worked to leave more peaceful than the one he inherited." Generate a class discussion about King Hussein and his contributions to peace, even as he was dying. Challenge each student to come up with one phrase or sentence that best encapsulates King Hussein's spirit. For what do students think the king will best be remembered? Have each student create or draw a monument, plaque or other commemorative structure bearing his/her phrase.

6. King Hussein's son Abdullah now assumes power as the reigning monarch of Jordan. King Abdullah has pledged to continue his father's policies. What were these policies and how should the new king work to perpetuate them? Direct students to work in groups to research the domestic and international policies of King Hussein and share their findings in class discussion. Then challenge each student to write a letter that King Hussein might have written with his last instructions on governing to his son, Abdullah. Have students share their letters and discuss the challenges the new king will have to face, both domestically and internationally.

LINKS:
http://www.kinghussein.gov.jo/
http://www.chn-net.com/kinghuss.html
http://www.arab.net/arabview/articles/khirallah2.html
http://www.arabicnews.com/ansub/Daily/Day/980126/1998012609.html

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EDITOR'S NOTE:
King Hussein
King Abdullah
Queen Noor
Muslim
Mohammed
West Bank
Gulf War
Yitzhak Rabin

NEWSROOM CHRONICLE

Profiles in History : Profiles in History

1. Who is Walter Cronkite? Why is Mr. Cronkite considered a historical figure? According to Mr. Cronkite, why is the study of history important? To promote interest in the study of history, how does Mr. Cronkite suggest that the subject be taught? Do you agree? Why/why not? How did Mr. Cronkite and the use of live television during the Vietnam War impact the public's perception about

the conflict?

2. How does learning about the history of Walter Cronkite's career enhance our understanding about contemporary society and the evolution of the television industry? How has television news changed during the last 30 years? Do you think the news media has the ability to influence governmental policy? Give an example.

3. Have each student select and research a significant historical event. Have each student prepare and deliver a presentation about his/her event in the form of a mock news broadcast. If a video recorder and VCR are available, you could have students tape their stories. Following each presentation, have students discuss how these events influenced the course of history. Were lessons learned from these events? If not, site examples of how history has repeated itself.

LINKS:
http://www.mediastudies.org/cronkite.html
http://www.ngsociety.com/features/98/faces/cronkite/resources.html
http://www.fiftiesweb.com/news.htm

EDITOR'S NOTE:
Walter Cronkite
history
television journalism
Vietnam War
Crusades
Watergate
Christopher Columbus
Civil War

Educator Feedback : Educator Feedback

1. *We'd like to know how you use the Guide and what you think of this resource!* Now and then we'll be asking questions about specific aspects of the Daily Guide and CNN NEWSROOM. This week, we'd like to know if you use the "hot links" provided in the Guide. Do your students use these links as supplementary resources? What kinds of links are the most helpful to you? What kinds of links would you like to see more often? To respond, simply send us an e-mail at donna.krache@turner.com.

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 10, 1999

CNN.com hosts SPEAK OUT, a series of web chats for students with leading African-American artists, politicians and scholars, each Thursday in February. Go to http://cnn.com/chat/studio.html this Thursday from 11 a.m.-noon (ET) for a chat on The Arts.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45... 02:00
Top Story ... 04:20... 06:20
-Efforts to open Senate deliberations fall short by 8 votes.
-President Clinton's camp vows not to gloat in the event the president is acquitted.

YOUR DAILY DESK ... 01:05... 07:25
Business Desk ... 02:45... 10:10
The U.S. steel industry blames international dumping for thousands of layoffs last year.

WORLDVIEW ... 00:25... 10:35
Inside Africa ... 01:45... 12:20
A recent dry spell brings the threat of famine to Kenya.

Information Please ... 02:15... 14:35
Air pollution has reached alarming levels in Hong Kong.

Fast Fact ... 02:55... 17:30
Germany's new government is proposing reforms in its citizenship laws.

Taking Care of Business ... 01:25... 18:55
Simple toys no longer capture the imagination of China's youth.

NEWSROOM CHRONICLE ... 01:00... 19:55
Horsin' Around ... 05:45... 25:40
A school in Tennessee revives the art of carousel making.

CNN NEWSROOM CLOSE ... 02:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. Why did some senators want to have open deliberations? Why did some senators want to keep the impeachment deliberation closed to the public? How many votes would have been necessary for the impeachment debate to have been made open to the public? How much time will each senator have to voice his/her opinion during the deliberations? Do you think it was a good idea to limit the speaking time? Why/why not?

2. "After they failed to get the super-majority, the senators who opposed the closed-door session forced a second vote on whether to begin deliberations." Why did these senators force this second vote? How will the outcome of this vote influence the future of the impeachment proceedings?

3. Why did Senate Republicans want to investigate the actions of White House aide Sidney Blumenthal? Why do you think Democratic Leader Tom Daschle vetoed the introduction of additional witnesses? If the Justice Department were to investigate Mr. Blumenthal's alleged perjury, how might this impact the impeachment trial proceedings?

4. "Senators first rejected the motion to open to the public the final deliberations in the impeachment trial of President Bill Clinton. It was next necessary for the chamber to vote on going into closed session, as there was not unanimous consent for the move." Have students refer to the third website to learn how the senators voted on the two issues. What is the political significance of the results? Poll your students to find out if they think the Senate should have opened its final impeachment deliberations. Have each student substantiate his/her opinion.

5. Generate a class discussion about the meaning and significance of a presidential censure. Have students discuss whether they think President Clinton should be censured in the event he is acquitted.

6. Why did President Clinton refer to himself as the "comeback kid" in 1992? What does it mean to be resilient? Why are some people critical of President Clinton's ability to rebound from political adversity?

7. Why do you think the majority of the Senate believes that the president will be acquitted? Why do you think the president's advisors suggested that the president avoid any signs of vindication in the event he is acquitted? Do you agree with this recommendation? Explain. Do you think it is important that President Clinton show public contrition for his actions? Why/why not?

8. Have each student assume the role of an advisor to President Clinton. Assume the impeachment trial is over, and that President Clinton has been acquitted. President Clinton would have the opportunity to lash out at Republicans for "turning (his) personal failing into a political crime." How should President Clinton act after his acquittal? Should he seek political retribution, or maintain an apologetic stance and "move on" with his presidential duties? Have students discuss the political pros and cons of these actions.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/02/09/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/02/09/closed/
http://cnn.com/ALLPOLITICS/stories/1999/02/09/roll.call/
http://cnn.com/ALLPOLITICS/stories/1999/01/28/mears.senate.ap/

EDITOR'S NOTE:
deliberations
Articles of Impeachment
high crimes
motion to dismiss

vindication
contrition

YOUR DAILY DESK

Business Desk : Steel Dumping

1. What is happening to production at the U.S. Steel plant in Pittsburgh? According to the industry, who is responsible for this trend? What is dumping? Why has the Clinton Administration been slow to address this problem?

2. How do steel workers and industry executives feel about the Clinton Administration's delay in reacting to international dumping? What is the industry doing to focus attention on the issue? How has the House of Representatives responded? What action does the steel industry want Congress to take? Why?

3. Generate a class discussion focusing on the definitions of "tariff" and "import quota." Discuss how the imposition of tariffs and quotas could help the steel industry in the U.S. Who might oppose these measures, and why?

4. Throughout U.S. history the debate has raged between those who support "free trade" and those who support "protectionism." Divide students into small groups and have them research each of these philosophies. What are the pros and cons of free trade and of protectionism? Why do some see trade restrictions as necessary to the national economy while others see them as barriers to free trade? Have groups present their findings. Challenge each student to use what he/she has learned to formulate a position favoring or opposing tariffs and quotas to help the steel industry in the U.S. Direct each student to write a position paper and share it with the class.

LINKS:
http://www.autoauth.com/industry/akron_052897.htm
http://www.self-gov.org/freeman/8910smil.htm
http://www.buchanan.org/freet.html

EDITOR'S NOTE:
dumping
bankruptcy
import quotas
tariff
imported/domestic steel

WORLDVIEW

Inside Africa : Kenya Famine

1. What is maize? What is happening to the most recent maize crop in Kenya? Why? What is the government of Kenya doing to help avert famine? Why are many domestic farmers dissatisfied with this course of action? What might the farmers do instead? How do you think their exporting of maize might compound Kenya's problems?

2. Generate a class discussion about the risks associated with a primarily agricultural economy. Then have students work in groups to research information about Kenya's geography (including natural

resources), economy and political system. Ask groups to consider what Kenya might be able to do to insulate its people from the threat of famine and economic disaster in the future. Have each group use its information to come up with a plan of action for the future of Kenya. What aspects of Kenya's geography and economy might be put to better use to improve the quality of life for its people? How might this be done? Discuss group plans and ways they could be implemented.

EXTENSION: Extension: How should the international community respond to Kenya's food crisis? What is the most appropriate response, a shipment of food or funding for economic development? Discuss.

LINKS:
http://www.theodora.com/wfb/kenya_geography.html
http://geography.miningco.com/library/cia/blckenya.htm?pid=2820&cob=home
http://www.africanews.org/business/stories/19980404_feat1.html
http://www.africaonline.co.ke/epublishers/agri/ar6.htm

Information Please : Hong Kong Air Pollution

1. Cite evidence from the video that demonstrates the increasing levels of air pollution in Hong Kong. What are the major culprits behind this pollution? What distinction can Hong Kong claim regarding the number of vehicles on its streets? How does diesel fuel aggravate the situation? What proposals is the government offering to clean up Hong Kong's air? Why are local environmentalists skeptical?

2. Is the environment a priority with China's government? Have students conduct research to learn more about pollution in China and the government's response to it. Share student findings in class discussion. Discuss what students think the government should do to address the problems caused by pollution and what might prompt authorities to take action.

3. Generate a class discussion about the health consequences of air pollution. Have students work in groups to consult online resources and medical professionals to learn more about the health dangers associated with polluted air. Have groups share their findings. If countries do not take action to reduce air pollution, what diseases and problems are we likely to see more of in the coming years?

LINKS:
http://www.dieselnet.com/news/9811hk.html
http://ss5.inet-osaka.or.jp/~jianyuan/reporter.html
http://www.jp.kids-commons.net/vc96/vc-13/health.htm
http://www.igc.org/wri/wr-98-99/airpoll.htm

Fast Fact : Germany Citizenship

1. Why has Germany been a magnet for immigrants since the end of WWII? In spite of their contributions, why do many immigrants have a difficult time getting German citizenship? How is Germany's new leftist government trying to change this? If passed, how could the government's proposal benefit 10% of Germany's population?

2. According to the polls, how do most Germans feel about the proposed easing of citizenship requirements? Discuss what the conservative opposition has done to rally opposition to the reforms. Do you think any of the opposition's claims are justified? Explain.

3. What are the current requirements for citizenship in Germany? Have students work in groups to learn more about German citizenship. The first website below should be of assistance. Discuss how the reforms proposed by the Schroeder government would change these requirements. Then

have students in each group prepare an editorial for German television in support of or against the proposed citizenship reforms. Have each group deliver its editorial to the class.

LINKS:
http://ecuvax.cis.ecu.edu/~poconrad/2010aat.htm
http://www.germany-info.org/consular/cit.htm
http://www.peachworld.com/0199/99333180.htm

Taking Care of Business : China Toys

1. What are some examples of old toys that were used to entertain the children of China? According to the video, why are these toys no longer appealing? How is this trend affecting the traditional toy craftsmanship trade in China? What kinds of toys are in demand in China today?

2. In China as in other countries, toy trends come and go. Challenge each student to search his or her home for two different toys, one that was played with years ago and one modern toy. Have each student write a paper comparing the two. How does each toy entertain? What features make each toy fun? Did the older toy fall out of favor or is it still popular today? Have students share their papers and speculate as to the kinds of toys their children might one day own.

LINKS:
http://www.clii.com/xh/htm/37.htm

EDITOR'S NOTE:
Kenya
maize
export
famine
WHO
diesel
leftist
artifact

NEWSROOM CHRONICLE

Horsin' Around : Horsin' Around

1. When and why did carousel manufacturers stop making carousels? What is the Horsin' Around school? Where is the school located? How does the school secure its funding? What are the five steps involved in making a carousel animal?

2. Why are carousels historically significant? Do you think it is important to revive the art of carousel making? Why/why not?

3. Have your class design a carousel. Direct each student to design and draw an animal for the carousel. Have students think of ways to personalize their animals. Students can refer to the website listed below to learn more about carousels and to obtain ideas for their designs. If you have access to clay and paint, students can create miniature figurines of their designs.

LINKS:
http://www.carousel.org/

EDITOR'S NOTE:
carousel
Chattanooga, Tennessee
Great Depression
non-profit organization

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 11, 1999

CNN.com hosts SPEAK OUT, a series of web chats for students with leading African-American artists, politicians and scholars, each Thursday in February. Go to http://cnn.com/chat/studio.html
TODAY from 11 a.m.-noon (ET) for a chat on The Arts.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:40... 07:10
-Impeachment trial managers and the White House counsel summarize their political views.
-Politicians consider how the impeachment will impact elections in the year 2000.

In the Headlines ... 01:05... 08:15
KOSOVO UPDATE

YOUR DAILY DESK ... 00:45... 09:00
Science Desk ... 02:00... 11:00
Africanized bees now have a foothold in Los Angeles.

WORLDVIEW ... 00:25... 11:25
Top of the World ... 04:20... 15:45
-Relations between North and South Korea take on a split personality.
-South Koreans examine the reasons behind their economic problems.

Inside North America ... 02:25... 18:10
A unique archaeological find is unearthed in South Florida.

Culture Watch ... 01:55... 20:05
British and African fighters clash in a reenactment of a brutal battle.

Short Take ... 00:50... 20:55
Street kids and homeless dogs help each other through tough times.

NEWSROOM CHRONICLE ... 01:05... 22:00
"Passing Glory" ... 02:30... 24:30
Set in segregated Louisiana in the mid-1960s, "Passing Glory" tells the story of a basketball game that broke racial barriers.

Our World ... 02:30... 27:00
A 13-year-old tycoon sells his toy company for millions of dollars.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. In the video, what views were expressed by the trial managers and the White House counsel about the impeachment? Do you think the impeachment is a partisan issue? Explain. Do you think the president received a fair trial? Explain.

2. Republicans have pushed for impeachment citing the belief that Americans have a responsibility uphold the Constitution, as the framers did in the name of honor and duty. Do you think these are sufficient grounds for impeaching president Clinton? Do you think the Constitution has the same significance for Americans in 1999 as it did when the Constitution was created? Explain.

3. What elections will be held in the year 2000? Do you think the impeachment will matter to voters during the 2000 elections? Why/why not?

4. In your opinion, why are Democrats pushing for a censure resolution? How might a censure resolution benefit the Democratic Party during the 2000 political campaign? According to the video, some people feel that the impeachment has "pushed the GOP to the right and increased the conservative influence over the party." Do you agree or disagree with this statement? If you agree, why do you think this political shift has occurred? Have the impeachment proceedings influenced your feelings about the Democratic and Republican parties? Explain.

5. Why is it risky for a political party to use the issue of character as a campaign platform? Do you think government should legislate issues of morality? Why/why not?

6. Divide your class into two groups. Have each group represent either a Democratic or a Republican candidate running in the 2000 presidential election. Assume that the impeachment is a significant concern of voters in the election. Have students develop strategies for addressing the impeachment issue. Direct each group to present its platform in the form of a political address to be given by a member of the group. Consider the strengths and weaknesses of each speech. Have students determine which candidate is the most persuasive.

7. Inform students that opinion polls are sometimes biased. Have students refer to newspapers, periodicals and online resources to locate different polling questions. As a class, have students present their questions and examine the way the questions are phrased to determine if the polls are biased.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/02/10/poll/
http://history1700s.miningco.com/library/blimpeach.htm
http://cnn.com/ALLPOLITICS/stories/1999/02/10/impeachment/
http://cnn.com/ALLPOLITICS/1998/resources/lewinsky/cast.characters/index.html

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EDITOR'S NOTE:
censure
partisan
high crimes and misdemeanors
adjudicated

Constitution
rhetoric
retribution

YOUR DAILY DESK

Science Desk : "Killer Bees"

1. What species of bee was recently discovered in metropolitan Los Angeles for the first time? Why are these bees often called "killer bees"? According to Robert Saviskas, now that Africanized bees are present, what will happen to other species of bees over time? Why? At present it is estimated that the bees are increasing their range by about 200 miles per year. What evidence in the report suggests that they are looking to make homes where they are instead of migrating to another area?

2. Why does pest control expert Lance Davis warn all residents to fill in any holes around their houses that are one-eighth of an inch and larger? What method does he use to remove these bees? It has been said that these bees do not attack without provocation. Under what circumstances do you think they attack people? What are they trying to accomplish? Why? Of what animal behavior is this an example? Can you think of any other animals that evidence this type of behavior? In what situations might this behavior be a competitive advantage?

3. First, challenge your class to find out more about Africanized bees. Divide your class into small groups. Have each group use multimedia resources, including the websites listed below, to answer the following questions: How were Africanized bees' species developed? What made them become so aggressive? When do/don't they attack humans? What is their present range? What kind of animal behavior do bee specialists believe the bees demonstrate when they attack? Why do they go for the head and eyes of humans? Once your students have a better understanding of Africanized bees, discuss the role of security and emergency procedures when breeding any new species, and how scientists evaluate the potential gain of research versus the potential hazard. Have students identify the intended gain that the Brazilian scientists were seeking as well as the actualized hazard.

LINKS:
http://www.intrlink.com/users/stingshield/!AHBTITL.htm
http://ag.arizona.edu/pubs/insects/ahb/inf19.html
http://ag.arizona.edu/pubs/insects/ahb/lsn27.html

EDITOR'S NOTE:
aggressive
colonized
swarm
migrating

WORLDVIEW

Top of the World : North/South Korea Relations
South Korea Economy

1. Why is Seoul's position toward North Korea often unclear? What recent incidents illustrate that tensions still exist between the North and South? What are some examples of better relations between the two countries, especially in the private sector?

2. What is the source of the problems between North and South Korea? Have students work in groups to research the Korean War and its aftermath and share their findings. Discuss: What are the challenges to peace on the Korean peninsula? How does the United States play a role in the stabilization of the region? Why, as the video suggests, does the South "preach patience" in dealing with the North?

3. What signs point to an economic recovery in South Korea? Why aren't the people of South Korea "celebrating"? How is the former government being blamed for the economic crisis? Explain how the debate over South Korea's economy has become a political issue.

4. How was South Korea's economic crisis connected to the Asian economic crisis? Assist groups of students as they consult online and other resources to learn more about the Asian and South Korean economic crises. Share group findings in class discussion. Have each group write an analytical paper about South Korea's financial crisis and what the country must do to generate prosperity.

LINKS:
http://www.fas.org/spp/starwars/crs/93-612f.htm
http://www.state.gov/www/background_notes/north_korea_0696_bgn.html
http://www.nautilus.org/napsnet/fora/7a_Bedeski.html
http://www.janes.com/defence/interviews/yang.html
http://www.kimsoft.com/war-end.htm
http://www.clas.berkeley.edu/~korea/warevents.html
http://www.fas.org/man/crs/crs-asia.htm
http://secretary.state.gov/www/statements/1998/980201b.html

Inside North America : Ancient Artifacts

1. What have archaeologists unearthed in the Miami area? How would you describe this find? What have archaeologists theorized about the site? Who may have been responsible for it?

2. What intrigues scientists about the site? Why is the site in jeopardy? What do archaeologists plan to do to save the site?

3. Refer students to the first website below to learn some facts about the history of Miami. Ask them what other kinds of archaeological sites and artifacts one might find in and around Miami. Who do archaeologists think might be responsible for these sites. Then have students work in groups to conduct research into the history of their own city and share their findings in class discussion. Challenge each student to use his/her information to write a newspaper article about a fictitious archaeological "find" discovered in their city. The article should indicate who is responsible for the find, describe the site and provide some theories to explain its existence.

LINKS:
http://mirror.syr.edu/analcity/Miami/miamhist.html
http://www.seattle-pi.com/getaways/080698/dig06.html
http://www.vabeach.com/news/ferry-plantation.htm

Culture Watch : Zulu/British Battle

1. What was significant about the reenacted battle between the Zulus and the British? How did one of the descendants of the British soldiers describe the Zulu warriors? What did reenactors on both sides get from their experience?

2. Who were the Zulus? Why did they fight the British in Africa in the late 19th century? Have

students work in groups to learn about the British colonial occupation of parts of Africa and the response of the Zulus and other tribes. How were the Zulus able to defeat one of the best military units in the world at that time? Why were the British willing to face the fearsome Zulu warriors and die on the battlefields of Africa? Share group findings and discuss the impact of colonialism on the history and culture of modern Africa.

3. Why are battles reenacted? If there is a historical society or battlefield in your area, consider arranging a class trip to that site. If not, ask a local historian or enthusiast to talk about the value of recreating famous battles. What do the participants gain from the experience? What does the viewing public gain?

LINKS:
http://www.futurenet.co.za/bus/heritage/history.html
http://www.internet-promotions.co.uk/archives/caithness/ptehgrant.htm
http://www.thehistorynet.com/MilitaryHistory/articles/1998/0398_text.htm
http://www.southafrica.net/tourism/thutodo.html

EDITOR'S NOTE:
Seoul
"sunshine policy"
recession
IMF
Tequesta Indians
Zulu
Victoria Cross
Manila

NEWSROOM CHRONICLE

"Passing Glory" : "Passing Glory"

1. What is the name of the movie mentioned in the video? Why was this basketball game between St. Augustine High and Jesuit High in New Orleans significant? What was Magic Johnson's role in creating the film? Why did Magic Johnson want to make this film? Why were these two schools unable to play each other in the city championship? Why was the game was played in secret?

2. Why do you think people become prejudiced? How can racial prejudice lead to racism? What is the correlation between racism and segregation? What values are promoted through segregation? Does eliminating segregation eradicate racism? Explain.

3. Have students refer to the websites listed below to prepare a presentation about the evolution of the Civil Rights Movement and desegregation in the U.S. Divide your class into several groups. Have each select a topic such as the desegregation of the U.S. military, desegregation of U.S. schools, Rosa Parks, Martin Luther King, or Malcolm X. Direct each group discuss the political significance of these events or individuals. As a class, discuss whether racism and segregation still exist in the United States. Have each student substantiate his/her opinion with examples. What can people do to combat prejudice and racism?

4. For educator resources related to "Passing Glory", go to this website: http://turnerlearning.com/tntlearning/passing/index.html.

LINKS:
http://tnt.turner.com/movies/tntoriginals/passing/frame_main.html

http://www.law.harvard.edu/groups/civilrights/resources.html
http://www.seattletimes.com/mlk/movement/Seatimeline.html
http://members.tripod.com/~ablakeman/black/l.html
http://www.aadap.org/

Our World : Teen Millionaire

1. Who is Richie Stachowski? What is the name and type of business that Richie founded? How old was Richie when he started his company? What was the first invention that Richie marketed? Why did he sell his company to Wild Planet Toys of San Francisco?

2. Why do you think Richie chose to put all but $350 of the proceeds from the sale of his company into a trust fund that he will not have access to until he turns 35? If you were in Richie's position, what would you do with the profits?

3. Have students use multimedia resources, including the websites listed below, to identify the most popular toys. As a class, discuss why these toys are such big sellers. Challenge groups of students to invent a toy and identify a market for the toy. Have each group present its ideas in the form of a marketing presentation.

LINKS:
http://cnn.com/US/9902/05/BC-TYCOON.reut/index.html
http://toydirectory.com/
http://toysource.com/

EDITOR'S NOTE:
invention
start-up company
racism
"Passing Glory"
segregation
Civil Rights Movement

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CNN NEWSROOM Guide

February 12, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:45... 07:00
-The Senate enters the final phase of impeachment deliberations.
-President Clinton allegedly threatens to seek revenge against the GOP.

YOUR DAILY DESK ... 00:40... 07:40
Editor's Desk ... 02:35... 10:15
The 91st floor of the World Trade Center provides artists with a unique studio.

WORLDVIEW ... 01:55... 12:10
Cold War, Part I ... 03:55... 16:05
The Rosenberg case fed the political paranoia in the Cold War U.S.

Cold War, Part II ... 03:40... 19:45
The end of WWII did not bring an end to the killing for millions of Russians under Stalin's dictatorship.

Cold War Information ... 00:35... 20:20
See the section below for programming and resources.

NEWSROOM CHRONICLE ... 00:25... 20:45
"Passing Glory" ... 05:45... 26:30
Set in segregated Louisiana in the mid-1960s, "Passing Glory" tells the story of a basketball game that broke racial barriers.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. How many days has the Senate been in deliberation? When is the Senate scheduled to vote on the

Articles of Impeachment? How many votes are required to convict and remove President Clinton from office? Why have the deliberations taken longer than expected?

2. Do you think there would be political consequences for those senators who vote against party lines? Explain. Given that the majority of the Senate believes that the president will be acquitted, do you think it was necessary to conduct the deliberations? Why/why not? How will future generations view this event if senators vote along party lines?

3. Have students use print and online resources to learn how their local senators are voting on the Articles of Impeachment. Direct students to find out what statements their senators have made about the impeachment issue. Have students discuss whether or not they agree with their senators.

4. What allegations did the New York Times article make about President Clinton? Where did the New York Times get their information? Assuming President Clinton is acquitted, why would he want to seek revenge against the House Managers? According to the video, how might President Clinton seek retribution? How might the New York Times' article impact the public's perception of President Clinton and the Democratic Party? Why? Do you think the House Managers went too far in their efforts to impeach President Clinton? Explain. Do you think President Clinton should seek retribution? Why/why not?

5. Divide your class into several groups. Have members of each group pretend that they are President Clinton's team of speech writers. Have students assume that President Clinton has just been acquitted and that their team is responsible for writing President Clinton's post-trial public address. Prior to writing its speech, have each group determine the goal of the speech. Each group should select a person to deliver the group's speech to the class. As a class, discuss the strengths and weaknesses of each speech, and whether the speech met its goal.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/02/11/impeachment.01/
http://cnn.com/ALLPOLITICS/stories/1999/02/11/revenge/
http://www.nytimes.com/library/politics/021199clinton-dems.html

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EDITOR'S NOTE:
deliberations
perjury
acquittal
obstruction of justice
contrition

YOUR DAILY DESK

Editor's Desk : Studio in the Sky

1. Describe the activity that one can see on the 91st floor of the World Trade Center. What is the subject of most of the art created there? What organization initiated this program? How do the participating artists benefit from the program?

2. Ask students to describe the view these artists have from their "studio in the sky." Then have students consider how the artists might describe or recreate that view in a variety of media. What colors, words, sounds would they choose, and why? Next, challenge each student to locate a view from any window (i.e., at school, home, from an office building) and recreate it for others who are not there to see it. Students may use any medium of expression, including painting, sculpture, poetry, or music. Hold a classroom exhibition entitled "An Artist's View" and display/present

student creations for other classes.

LINKS:
http://www.artswire.org/downtown/index.htm
http://www.artswire.org/downtown/views.html

EDITOR'S NOTE:
studio
World Trade Center
skyline
perspective

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. Who were Julius and Ethel Rosenberg? Of what crime were they charged and convicted? What was their sentence?

2. Who is Robert Meeropol? How has he taken the experiences of his childhood and used them to benefit others? How does he feel about what his natural parents, the Rosenbergs, did? Do you think Mr. Meeropol believes his parents did the right thing by remaining silent? Explain. Does former FBI officer Robert Lamphere believe that the Rosenbergs were right not to confess and implicate others? Explain. What does it mean when it says in the video that "Their sentence was for their silence?"

3. How did the atmosphere during the Cold War feed the national paranoia in both the U.S. and the Soviet Union? What other cases and incidents raised the level of anxiety among citizens in each of the two superpowers? Group students. Assist each group in locating a Cold War case or incident, such as the U2 Spy Plane incident, the Alger Hiss case, or McCarthyism. Have each group choose one case or incident of the Cold War and conduct research to learn more about it. Direct each group to present its information, including who was involved, the circumstances and the outcome of the case or event. Discuss how each case fueled suspicions and promoted the Cold War mentality.

LINKS:
http://www.crimelibrary.com/rosen/rosenmain.htm
http://www-polisci.mit.edu/BostonReview/BR20.1/thorburn.html
http://encarta.msn.com/index/concise/0vol06/00ab2000.asp
http://ac.acusd.edu/history/20th/coldwarspies.html
http://anthrax.physics.indiana.edu/~lfcrob/Espionage/
http://www.detnews.com/1997/nation/9703/17/03170046.htm
http://www.system.missouri.edu/upress/spring1995/kirschn.htm

Cold War, Part II : Cold War, Part II

1. Approximately how many Russians were victims of Josef Stalin's purges? Why did Stalin and his cohorts consider these people "the enemy within"? What segments of Russian society did Stalin single out in the purges of 1948 and 1953? How did the two decades of purges in Russia finally end?

2. According to the video, how has current Russian President Boris Yeltsin "felt the sting of political

humiliation"? How did the ordeal affect Boris Yeltsin? What would have happened to Boris Yeltsin had he lived under the Stalin regime?

3. Refer students back to the previous video about the Rosenberg case. Ask them what they know of McCarthyism (this may be a good opportunity to introduce the topic and assist students in researching it.) Generate a class discussion comparing Stalin's purges to the Cold War paranoia that existed in the U.S. at the same time. Ask: In each case, to what extent, if any, were the government's actions justified? In students' opinions, to what lengths should governments go to protect themselves from real or perceived threats to their existence? To what extent should citizens allow governments to negate individuals' rights to life and liberty in the name of "security"? Discuss.

4. In the video we are told that "even today, in Russia's post-communist society, there still are those nostalgic for an iron-fisted leader." Who were the iron-fisted leaders of the Soviet Union? Have groups of students consult their texts and other resources to identify some of these leaders, beginning with Vladimir Ilyich Lenin and Leon Trotsky, organizers of the Bolshevik Revolution. Combine group lists and have each group choose one leader to profile. After all research is complete, have groups present their information. What was the perception of each of these leaders in the West? For what good and/or bad chapters of Russian history are they responsible? Discuss why some Russians might be "nostalgic" for the kind of leadership once found in the Soviet Union.

   EXTENSION: Direct students to research the recent rise of ultranationalism in Russia. Discuss the political and economic factors that have fed this political climate. Do students think most Russians would prefer to return to the days of Cold War communism? Why/why not?

LINKS:
http://mars.acnet.wnec.edu/~grempel/courses/ww2/ww2_lectures/purge.html
http://metalab.unc.edu/pjones/russian/Repression_and_Terror__Stalin_in_Control.html
http://metalab.unc.edu/pjones/russian/outline.html

EDITOR'S NOTE:
Julius Rosenberg
Ethel Rosenberg
superpower
paranoia
Joseph McCarthy
KGB
Josef Stalin
purge

Cold War Information : Cold War Information

1. Your students can learn more about the Cold War by tuning into CNN's ongoing 24-part COLD WAR series. It airs Sundays at 8:00 p.m. ET. For a free COLD WAR educator's guide go to http://learning.turner.com/coldwar, or call 1-800-344-6219 in the U.S.

EDITOR'S NOTE:
Julius Rosenberg
Ethel Rosenberg
superpower

paranoia
Joseph McCarthy
KGB
Josef Stalin
purge

NEWSROOM CHRONICLE

"Passing Glory" : "Passing Glory"

1. What is segregation? How did segregation affect the lives of U.S. citizens? Why was the basketball game between St. Augustine High School and Jesuit High School important to the Civil Rights Movement? Who was responsible for organizing the game? In your opinion, what potential risks did these individuals assume by allowing the game to be played?

2. How have sports helped to break down racial barriers? Do you think it is important for kids today to hear tales about the Civil Rights Movement? Explain. Have each student interview a person who is old enough to remember the 1950's and 1960's. Direct students to find out how these people were affected by segregation and the Civil Rights Movement. Have students transcribe their interviews and share them with the class. Compare and contrast the different perspectives of the subjects that were interviewed.

3. Have groups of students use multimedia resources to prepare presentations about athletes who broke down racial barriers in sports, such as Jackie Robinson, Jesse Owens and Arthur Ashe. Students can contact the NCAA or a local university to learn about athletes who broke the racial barriers in college sports.

LINKS:
http://tnt.turner.com/movies/tntoriginals/passing/frame_main.html
http://www.josephite.com/mission/page2.html
http://www.nara.gov/education/teaching/robinson/jrles1.html
http://www.ncaa.org/

EDITOR'S NOTE:
segregation
Civil Rights Movement
"Passing Glory"

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CNN NEWSROOM Guide

February 15, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 05:15... 07:45
- The president is acquitted on both Articles of Impeachment.
-With the Impeachment trial over, the U.S. Congress begins to strategize its future plans.

In the Headlines ... 02:45... 10:30
KOSOVO TALKS EXTENDED

YOUR DAILY DESK ... 00:50... 11:20
Environment Desk ... 02:15... 13:35
New York faces a difficult waste disposal decision.

WORLDVIEW ... 00:25... 14:00
Top of the World ... 05:40... 19:40
-Twenty years after the Islamic Revolution, Iran is at a crossroads.
-Iran's Foreign Minister reflects on the goals of the Islamic Revolution.

Wild Kingdom ... 02:40... 22:20
A new DNA study reveals some surprising family ties in the plant world.

FYI/China Internet ... 01:45... 24:05
The Chinese government reacts nervously to their people having access to free information via the Internet.

NEWSROOM CHRONICLE ... 00:25... 24:30
War Dogs ... 02:35... 27:05
The documentary "War Dogs" tells the story of dogs in combat.

Look Ahead ... 00:30... 27:35
Feb. 22: Gator Kids

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Trial of the President

1. What were the two Articles of Impeachment brought against President Clinton? How did the Senate vote on these articles? Do you agree with the Senate's decision? Explain. How did President Clinton respond to the verdicts? Do you think the President's response was appropriate? Why/why not? Why is President Clinton's trip to Mexico important for President Clinton and the American public? How and why did the impeachment trial bring the U.S. senators closer together? How might the country benefit from this union?

2. Now that the impeachment trial is over, what political issues need to be addressed? Why do you think the majority of Americans are dissatisfied with the way Congress has been doing their job? Do you think the town hall meetings will boost the public's opinion of the Republican senators? Why/why not? In your opinion, will the impeachment trial affect the working relationship between President Clinton and Congress? Explain.

3. Have each student pretend that it is 2030, and that he or she is an expert on twentieth century politics. Inform students that they are responsible for writing definitive papers describing the events surrounding President Clinton's impeachment trial and its impact on the American people. Encourage each student to consider how he/she believes President Clinton should be remembered. Direct each student to substantiate his/her own opinion with political facts.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/02/12/apology/
http://cnn.com/ALLPOLITICS/stories/1999/02/12/clinton/transcript.html
http://cnn.com/ALLPOLITICS/stories/1999/02/12/whats.next/
http://cnn.com/WORLD/americas/9902/14/us.mexico/index.html
http://cnn.com/interactive/allpolitics/9902/impeachment.timeline/frameset.exclude.html
http://www.policy.com/news/dbrief/dbriefarc50.html

In the Headlines : In the Headlines

1. What is the purpose of the Kosovo peace talks? Which countries are members of the Balkan Contact Group? What will happen if Kosovo and Serbia do not reach an agreement by February 20th? If an agreement is reached, how will the Contact Group respond? Why would it be difficult for Yugoslav officials to accept NATO's peacekeeping forces?

2. Who is the U.S. Secretary of State? What has been the Secretary's role during the Kosovo peace talks? Do you think the international community should be involved in the Kosovo conflict? Why/why not?

3. Have students refer to the websites listed below to investigate the history of the Kosovo conflict. Direct your students to conduct mock peace talks to determine whether an agreement can be reached between Kosovo Albanians and the Yugoslav Serbs. Divide your class into the following groups: Have one group of 12 students, with two students each representing one of the six Contact Group nations. Have three students represent the Yugoslav Serbs and three students represent the Kosovo Albanians. Inform the students that the goal of the peace talks is for the Kosovo Albanians to stop fighting for independence and for the Yugoslav Serbs to allow the presence of NATO peacekeeping forces. During the mock peace talks have the remaining students act as advisors to help facilitate discussion between all parties.

LINKS:
http://cnn.com/WORLD/europe/9902/14/kosovo.talks.02/index.html

http://cnn.com/SPECIALS/1998/10/kosovo/
http://pathfinder.com/time/daily/special/kosovo

EDITOR'S NOTE:
perjury
obstruction of justice
bipartisan
independent counsel
indict
contact group

YOUR DAILY DESK

Environment Desk : Garbage Wars

1. About how much garbage does New York export every day? How do you think this compares to other cities? How much does exporting its garbage cost New York City each year? Which states are the largest garbage importers in the U.S.? Why are these states willing to import garbage? How do you think residents of these states feel about this practice?

2. Describe the recent controversy between New York's Mayor Giuliani and Virginia's Governor James Gilmore. Do you agree with Eric Goldstein that "neither state has the moral high ground"? Why/why not? What has New York neglected to do that might help its situation? How long will it be until New York's only landfill is full? Do you think there are other ways of disposing New York's garbage? Explain.

3. Divide your class into two even groups, A and B. Group A will collectively develop a three year public awareness campaign to reduce New York's garbage production. Have group A meet in small groups to develop ideas. Unite the small groups to compare their ideas and to determine which ideas the group will develop. Then have group members create prototype slogans, posters and flyers. Students in group B will play the roles of Virginia congressional representatives debating the benefit of receiving New York's money versus the risk of continuing landfill development. Have group B debate the issues surrounding continued landfill creation in Virginia. At the conclusion of the debate, have both groups collectively draft a policy statement that could be sent to New York explaining Virginia's position.

LINKS:
http://www.ci.nyc.ny.us/html/dos/html/fklfintr.html
http://www.state.va.us/governor/newsre/
waste0121.htm

EDITOR'S NOTE:
landfill
Mayor Rudy Guiliani
Governor James Gilmore
New York
Virginia

WORLDVIEW

Top of the World : Iran Revolution/Iran Interview

1. Who is the current president of Iran? In what ways has he deviated from the policies of the Islamic Revolution? What economic challenges face his country? How has President Khatami tried to address these challenges?

2. Why are U.S. officials still imposing economic sanctions on Iran? While Mohammed Khatami was elected president of the country, what faction actually holds most of the power in Iran? How is this power arrangement affecting relations between Iran and the U.S.? According to the video, how might demographics impact U.S.-Iran relations?

3. How is the government of President Khatami different from that of his immediate predecessors? Khatami has been called by one observer, "Iran's Gorbachev." Have students consult their texts and other resources to learn more about Mikhail Gorbachev and detente in the former Soviet Union. Discuss whether the comparison between Khatami and Gorbachev is justified.

4. Ask students: According to Iran's Foreign Minister, has the Islamic Revolution been a success? Explain. Has the revolution delivered on its promises? Explain. Then have students work in groups to research the Islamic Revolution and its impact on the present Iranian political system. Have groups share their findings in class discussion. Inform students that the guiding phrase for the revolt against Iran's monarchy was "Islam is the solution." In light of students' findings and the video they have seen, has an Islamic fundamentalist government brought more solutions or more problems to Iran? Have each student write an analytical essay in response to this question.

5. What is the current U.S. policy towards Iran? Have students consult the last two websites below and other resources to learn about U.S. policy towards Iran and the rationale for that policy. Discuss what happened during the Iran hostage crisis and why the U.S. still suspects Iran of supporting terrorism. Have each student write a position paper advocating either continued economic and political sanctions against Iran or a "thaw" in relations between the two countries.

LINKS:
http://www.netiran.com/Current/IRNA/current.html
http://news.bbc.co.uk/hi/english/world/analysis/newsid_55000/55603.stm
http://www.biu.ac.il/SOC/besa/j2no2a3.html
http://www.washingtoninstitute.org/watch/Policywatch/policywatch1997/258.htm
http://www.usaemb.pl/digilib/usiaint/NA992.htm
http://www.usia.gov/regional/nea/gulfsec/iranstat.htm

Wild Kingdom : Plant DNA

1. What has a recent study of plant DNA at the Royal Botanic Gardens at Kew revealed? Give examples of some of the plants that are "related" to each other. Why is this research significant? How will these results affect everyday life for humans?

2. Use this opportunity to introduce students to the fields of biotechnology. Have them use the Internet and other resources to locate one practical application of this science and present an oral report on that application to the class. Discuss how discoveries and applications in this field could have a significant impact on plant and animal resources.

LINKS:
http://www.botany.org/bsa/ajb/1998/index.html
http://vector.cshl.org/
http://www.gene.com/ae/

FYI/China Internet : FYI/China Internet

1. How is the Chinese government cracking down on freedom of speech and Internet access? Why does the government find the Internet a threat to its existence? Who is Lin Hai? Of what crime has he been convicted in China? Why are human rights groups concerned about the Lin case and Beijing's Internet crackdown?

2. Ask students to relate what they know of individual freedom of expression in the People's Republic of China. Why is the Chinese government restrictive when it comes to these freedoms? Do students think a government benefits more from allowing free expression of its citizens, or is it better for the government to control that expression? In China's case, what might happen if free speech and information were to become acceptable to Chinese authorities?

3. Are there any nations where free speech on the Internet is truly "free"? Have students consult online and other resources to learn more about the issue of free speech and government control of the Internet around the world, including in the U.S. Direct students to read the Human Rights Watch report on free speech online at the last website below. Have students search offline for articles on some of the dangers of cyberspace, both to children and adults. Share student findings in class discussion.

   EXTENSION: Have students use the information they have gathered to formulate opinions on the regulation of information in cyberspace. Have students with like opinions combine their information. Orchestrate a series of classroom debates between teams, focusing on this point: RESOLVED: An international body should regulate the Internet.

LINKS:
http://www.virtualchina.com/matrix/
http://www.nando.net/noframes/story/0,2107,8545-14726-104297-0,00.html?group=global
http://www.gilc.nl/speech/
http://www.epic.org/free_speech/intl/hrw_report_5_96.html

EDITOR'S NOTE:
Islamic Revolution
Salman Rushdie
Tehran
Mohammed Khatami
botany
DNA
Lin Hai
Beijing

NEWSROOM CHRONICLE

War Dogs : War Dogs

1. How many American dogs served in the Vietnam War? What were the dogs' responsibilities? Describe the relationship between the dogs and their handlers. How many dogs were allowed to return to the U.S. after the Vietnam War? How did the Vietnam dog handlers feel about this decision? Why?

2. What is a war hero? Do you think the war dogs deserve to be honored like other American war heroes? Why/why not? Why do you think it has taken 30 years for the story of the war dogs to be told? What impact do you think this documentary will have on the veteran dog handlers and on the

public? Do you think the dogs should have been returned after the Vietnam War? Why/why not?

3. Have students research newspaper, periodicals and online resources to learn how animals have been used to enhance the quality of life for humans. Group students. Have each group prepare a presentation about the use of animals in the areas of space exploration, medical research, police work, and aiding the disabled. Why was the animal chosen to carry out its specific task? What usually happens to the animals once it has completed its task?

LINKS:
http://www.vdhaonline.org/
http://www.vdhaonline.org/wardogfilm.htm

EDITOR'S NOTE:
Vietnam War
war dogs

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 16, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:30... 02:45
Top Story ... 02:05... 04:50
Iraq threatens to attack U.S. and British bases in Turkey if allied planes continue to patrol Iraqi no-fly zones.

In the Headlines ... 01:45... 06:35
AMERICAN AIRLINES PILOTS RETURN TO WORK

YOUR DAILY DESK ... 00:55... 07:30
Health Desk ... 01:50... 09:20
A coalition of government and private organizations releases guidelines for weight loss centers.

Health Desk Extra ... 02:05... 11:25
New research indicates that chocolate cravings may be caused by cultural factors.

WORLDVIEW ... 00:30... 11:55
Political Front ... 02:20... 14:15
Beijing's political mood swings now lead towards intolerance of free speech.

Who's Who? ... 01:50... 16:05
India's leaders honor Mahatma Gandhi in hopes of promoting religious tolerance.

Inside Russia ... 02:05... 18:10
Each year the faithful flock to a small Russian village to experience the benefits of its holy water.

China Ice Swim ... 01:25... 19:35
Subzero temperatures mean it's time for a swim in Harbin.

Short Take ... 01:25... 21:00
An expressionless character may be the bright spot in Japan's dismal economy.

NEWSROOM CHRONICLE ... 00:40... 21:40
Ehrlichman Obit ... 01:20... 23:00
John Ehrlichman dies at the age of 73.

Beyond the Game ... 02:25... 25:25
Mike Utley takes his first steps after being paralyzed during a pro football game in 1991.

CNN NEWSROOM CLOSE ... 02:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Iraq Threats

1. Which countries are allowing the U.S. and England to use their air bases to launch patrols over Iraq? According to Iraqi sources, what is the extent of the damage caused by U.S. allied planes in Iraq? Why might Iraq's battle to keep American and English planes out of its airspace turn into a regional conflict?

2. Why is Iraq refusing to allow additional U.N. inspections? Why do you think UNSCOM and the International Atomic Energy Commission doubt Iraq's assertion that it has no weapons and won't rebuild them? See if there are inconsistencies in Iraq's argument to UNSCOM and the International Atomic Energy Commission about the availability and production of weapons in Iraq. Do you think Iraq can be trusted? Why/why not?

3. Have students refer to the websites listed below to answer the following questions: When and why were the no-fly zones established in Iraq? Who instituted these no-fly zones? Why doesn't Iraq recognize the no-fly zones? As a class, discuss whether or not Britain and the U.S. should stop patrolling Iraq's airspace.

LINKS:
http://cnn.com/WORLD/meast/9902/15/iraq.02/index.html
http://community.cnn.com/cgi-bin/WebX?13@118.bnXAaZfXp9F^0@.ee703fb
http://cnn.com/WORLD/meast/9902/12/un.panels/

In the Headlines : In the Headlines

1. What is a sickout? How is a sickout different than a strike? Why did American Airline pilots stage the sickout? Why have American Airline pilots agreed to return to work?

2. What impact did the sickout have on travelers and American Airline employees? Do you think the Allied Pilots Association should be made to compensate American Airlines for the millions of dollars it lost during the sickout? Why/why not? In your opinion, will the sickout affect the future of American Airlines? Explain.

LINKS:
http://cnn.com/TRAVEL/NEWS/9902/15/american.02/
http://www.alliedpilots.org/

EDITOR'S NOTE:
retaliation
UNSCOM
disarmament
attrition
sickout

YOUR DAILY DESK

Health Desk : Weight Loss Guidelines

1. How much money do Americans spend each year on weight loss programs? Why have suggested weight loss guidelines been established? Who is responsible for establishing these guidelines? What three weight loss guidelines are outlined in the video?

2. Do you think weight loss centers will abide by these guidelines? Why/why not? Should these guidelines be passed into law? Explain. Why do you think Americans are so concerned about weight loss? Do you think overweight people are treated differently from slender people? Explain.

3. Inform your students that for many individuals their sense of self- worth is influenced by their perception of their body image. This concern with body image is more prevalent in females than in males. Have students discuss the following questions: Why are some people dissatisfied with their body image while others are not? Why is body image dissatisfaction more common in females than in males? What types of problems can result from having a poor body image? Refer each student to the second website to learn more about the effects of body image dissatisfaction and about their own body image perceptions. How can you determine if someone has a negative body image? What can kids, adults, the diet industry and the media do to prevent body image dissatisfaction?

4. As a class, discuss how and why the media defines and influences the public's perception about physical beauty. Group students. Have each group use multimedia resources, including newspaper, magazine and television advertisements, to investigate how the definition of female and male beauty has changed in the United States since 1900. Direct each group to identify why the cultural reasons for these standards were ideal. As a class, discuss who is responsible for establishing beauty standards. How do these standards become cultural ideals? Are there differences in the ways male and female beauty have been portrayed by the media?

LINKS:
http://www.pbs.org/wgbh/pages/frontline/shows/fat/
http://www.monash.edu.au/health/pamphlets/BodyImage/index.htm
http://www.naafa.org/
http://cnn.com/HEALTH/9902/10/weight.loss.guidelines/index.html

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Health Desk Extra : Health Desk Extra

1. How do cultural factors influence a person's craving for a particular food? Why in America does chocolate convey affection and love? How do the findings of current research about chocolate cravings differ from the findings of past research?

2. Have each student keep a daily log of the food he/she eats during the course of one week. Direct students to note their emotional states at the time they eat a meal or snack. At the end of the week, have students synthesize their data and identify correlations between their emotions and the type of food that they ate. Have students compare and contrast their findings.

LINKS:
http://cnn.com/HEALTH/9902/15/chocolate.craving/index.html
http://www.mayohealth.org/mayo/9502/htm/choco_sb.htm
http://www.monell.org/

EDITOR'S NOTE:
chocolate

craving
guidelines
weight loss
discrimination
body image
diet centers

WORLDVIEW

Political Front : "Beijing Chill"

1. What was the "Beijing Spring"? What circumstances prompted the political mood in China to be renamed the "Beijing Chill"? How did President Jiang Zemin send a signal when he called for a crackdown on "hostile forces at home and abroad"? Why do critics believe that a government crackdown on free speech will do more harm than good?

2. June 4th marks the tenth anniversary of the Tiananmen Square Massacre, an important event in the minds of Chinese dissidents. What happened there in 1989? How did China's government react to the student dissenters? Assist your students in searching online and other resources for information on the Tiananmen Square Massacre, including the events leading up to the incident and the government's response to student protests. Share findings in class discussion. Do students think the Chinese government is justified in its fears surrounding the tenth anniversary of Tiananmen Square? Do they think a government crackdown on dissent and free speech is the best way to address those fears? Discuss.

3. Ask students to consider how their local newspaper might be different if they were Chinese citizens. Bring in a copy of the paper and review some of its sections and content. Generate a class discussion about what is left when "free" is taken from the "free press."

LINKS:
http://www.insidechina.com/china/special/tianan/tianan1.html
http://emporium.turnpike.net/~walk/hometown/globe.htm
http://www.state.gov/www/global/human_rights/1997_hrp_report/china.html
http://www.virtualchina.com/matrix/

Who's Who? : Who's Who?

1. Who was Mahatma Gandhi? Why did his approach to political change appeal to many? Between what religious groups was he often a mediator? Why is it significant that India's Prime Minister Vajpayee fasted to mark the Gandhi anniversary?

2. According to the video, what evidence points to an "atmosphere of communal tension" in India? Which religious group has been the target of recent extremist attacks? How might a public ceremony honoring Mahatma Gandhi help to reverse this trend?

3. Why is Mahatma Gandhi considered by many to be a hero? What kind of hero was he? Working in small groups, have students research the life of Mahatma Gandhi and share their findings. Discuss how he was able to bring about political change without resorting to violence. Generate a discussion about the meaning of the term "peace hero" and why Gandhi is often considered one. How is a peace hero's approach different from that of others trying to bring about change? Challenge the groups of students to think about other individuals they might label "peace heroes." Have each group research, create and present a multimedia report on a person who would qualify as a peace hero. The last website below offers some possibilities.

LINKS:
http://www.wagingpeace.org/mahatma_gandhi.html
http://www.smsu.edu/contrib/library/gandhi.html
http://www.wagingpeace.org/peace_heroes.html

Inside Russia : Russia Ice Baptism

1. Why do people flock to the town of Pavlovsky Posad on the Russian Orthodox holiday of the Epiphany? With what powers do they credit the water there?

2. Water is essential to physical well-being but is also a vital spiritual force in many religions. Have students conduct research to learn more about the role of water in major world religions, either in ritual or scripture/folklore. Have each student choose one interesting aspect of the role of water in religion and share it with the class.

LINKS:
http://www.orthodox.net/links/index.html
http://www.cin.org/mateo/91100310.html
http://encarta.msn.com/index/conciseindex/07/00770000.htm

China Ice Swim : China Ice Swim

1. What is unique about Harbin's swim club? Why does the 70-year old man interviewed in the video go "ice-swimming"? Would you consider swimming outdoors in subzero degree weather? Why/why not?

2. In the video we hear one person say that the cold water "is like gymnastics for the blood system." Read this quote to students and ask them what they think it means. Then have students reflect back on the last time they dove (or jumped!) into a body of water. What did it feel like? What thoughts and feelings went through them? Direct each student to jot down a list of words that describe the experience of diving or jumping into water. Have students write poems or short stories focusing on the symbolic or literal experience.

LINKS:
http://www.mines.edu/students/w/wgoedeck/polarbr/index.htm

Short Take : "Hello Kitty"

1. How would you characterize "Hello Kitty"? Have you ever seen this character? If so, where? Why do you think adults as well as children purchase "Hello Kitty" items? According to one Sanrio spokesman, the lack of expression on this character's face might be what draws people to it. Do you agree or disagree with this assessment? Explain.

LINKS:
http://www.sanrio.com/

EDITOR'S NOTE:
Tiananmen Square
Jiang Zemin
communist
Beijing
Mahatma Gandhi

Hindu
Russian Orthodox
Sanrio

NEWSROOM CHRONICLE

Ehrlichman Obit : Ehrlichman Obit

1. Who was John Ehrlichman? What was Mr. Ehrlichman's involvement in Watergate? How was he punished for his participation in Watergate? What were some of Mr. Ehrlichman's lifetime accomplishments?

2. Have students refer to the second website to locate the answers to the following questions: What was the Watergate conspiracy? Why is Watergate historically significant? How did Watergate affect the public's confidence in government? In what way do Americans remain divided on the meaning of Watergate? What happened to President Nixon as a result of Watergate? Why did John Ehrlichman go to prison? Following discussion of these questions, have students debate whether Mr. Ehrlichman should have gone to prison for his involvement in Watergate.

LINKS:
http://cnn.com/US/9902/15/AM-Obit-Ehrlichman.ap/index.html
http://cnn.com/ALLPOLITICS/1997/gen/resources/watergate/index.html

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Beyond the Game : Beyond the Game

1. Who is Mike Utley? How did Mr. Utley become a quadriplegic? What was his recent physical accomplishment? In what way is Mr. Utley an inspiration to others?

2. Have students refer to the websites listed below to learn about spinal cord injuries. Direct your students to consider how their lives would change if they were to become paralyzed from the neck down. Have each student write a paper describing the physical and psychological challenges that they would encounter as a quadriplegic. As a class, identify whether or not your community provides access for people with spinal cord injuries. What can your community do to enhance the quality of life for individuals with spinal cord injuries?

LINKS:
http://www.mikeutley.org/
http://www.miamiproject.miami.edu/
http://www.mediconsult.com/spinal/sources/

EDITOR'S NOTE:
John Ehrlichman
obituary
spinal cord injury
Mike Utley
Watergate
quadriplegic

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 17, 1999

CNN.com hosts SPEAK OUT, a series of web chats for students with leading African-American artists, politicians and scholars, each Thursday in February. Go to http://cnn.com/chat/studio.html this Thursday from 11 a.m.-noon (ET) for a chat on Civil Rights.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 03:50... 06:05
-Kurdish demonstrators protest throughout Europe in support of Kurdish rebel leader Abdullah Ocalan.
-Newsroom examines the historical background of the Kurds.

YOUR DAILY DESK ... 00:50... 06:55
Business Desk ... 01:45... 08:40
The fear of major disruptions in service is causing one school system to rewrite the calendar, thanks to the Y2K bug.

Business Desk Extra ... 02:05... 10:45
The U.S. Commerce Department accuses Brazil and Japan of illegal steel dumping in the U.S.

WORLDVIEW ... 00:25... 11:10
Top of the World ... 02:50... 14:00
The CIA holds key information about the identities of former East German Stasi agents.

Taking Care of Business ... 02:35... 16:35
The ups and downs of Hong Kong's real estate market leave experts scratching their heads.

Culture Watch ... 02:25... 19:00
Thai classical music experiences a revival, thanks in part to an expatriate American.

Information Please ... 02:15... 21:15
People in Japan turn to an ancient ceremony in hopes of relieving stress.

NEWSROOM CHRONICLE ... 00:25... 21:40
Life Teen ... 01:45... 23:25
Life Teen, a new type of Mass, helps teenagers relate to the Catholic church.

Jonny Lang ... 02:45... 26:10
Seventeen year old guitarist Jonny Lang is finding success in the music industry.

CNN NEWSROOM CLOSE ... 01:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kurd Rebellion

1. Who is Abdullah Ocalan? What is the name and mission of his political party? Why was Abdullah Ocalan in hiding during the last year? Why have European nations refused to grant him asylum? What is the controversy surrounding the circumstances of Abdullah Ocalan's return to Turkey? Why are Kurdish demonstrators targeting Greek diplomatic missions? How and why are Kurdish protesters demonstrating their support of Abdullah Ocalan? On what grounds will Abdullah Ocalan be tried? Do you think Abdullah Ocalan will receive a fair trial?

2. What is terrorism? Why do you think the Kurdish demonstrators have resorted to using international violence as a means of protest? Do you think this method of protest will be effective? Why/why not?

3. Who are the Kurds and how many are there? Why are the Kurds considered a "fractured community"? Do you think the Kurds constitute a nation? Why/why not? How does the PKK differ from other Kurdish factions? Why do many nations consider Abdullah Ocalan a terrorist leader? Why do you think different Kurdish groups throughout the world are rallying for Abdullah Ocalan?

4. Have groups of students refer to the websites listed below to investigate the history of the Turkish Kurds, Kurdish independence movements and the PKK. Have each group identify the legal status of Turkish Kurds, and when and why the Kurdish independence movements began? Have each student write a paper addressing whether or not the international community should support the notion of an independent Kurdish state.

5. Divide your class into three groups. Have each group prepare an argument in support of one of the following potential scenarios about Abdullah Ocalan's fate: He is sentenced to death, he is sentenced to prison, or he is released by the Turkish government. Following group presentations, determine which scenario would best serve the interests of a) Turkey, b) the PKK, and c) the international community.

LINKS:
http://cnn.com/WORLD/europe/9902/16/ocalan.protest.02/
http://cnn.com/WORLD/europe/9902/16/ocalan.turkey.04/
http://cnn.com/WORLD/europe/9902/16/ocalan.profile/index.html
http://cnn.com/WORLD/europe/9902/16/kurds.qa.ap/index.html
http://www.xs4all.nl/~tank/kurdish/htdocs/
http://www.turkey.org/
http://www.turkey.org/f_apopkk.htm

EDITOR'S NOTE:
separatist
PKK
genocide
Mesopotamia
heterogeneous
dialect
Abdullah Ocalan

Kurds

YOUR DAILY DESK

Business Desk : Y2K School Days

1. What is the Y2K bug? Why could it cause problems for many computer systems? Explain how school officials in Albuquerque, New Mexico, are trying to counteract the effects of Y2K. What do they hope to accomplish by giving students an extra two days of vacation at Christmas?

2. How could a computer system crash affect Albuquerque's schools and other businesses? Generate a class discussion focusing on the functions performed by computers in this and other school systems. List these functions on the board. Ask students: In what way could downtime have a ripple effect among other businesses and services? To illustrate the widespread impact on one system's Y2K problems, divide students into groups and have each group create a diagram or flow chart showing the problems that could erupt if Albuquerque's school computers were to crash. For example, if one function of the school's computers is to issue checks to suppliers, students might indicate that suppliers would not be paid, therefore, the cafeteria could run out of food. Have each group share and discuss its list.

3. Working in small groups, have students research the potential impact of Y2K on other businesses. Discuss group findings and the possible effects of Y2K on the general public. Then challenge each group to interview a local business owner, manager or public service official to find out what that company has done to address Y2K and what might happen if no precautions are taken. Have each group present the information obtained from its interview. In class discussion, ask students to offer predictions about the extent of the Y2K problem: Will it mean widespread problems for the private and public sectors and the general public, or will most businesses and services be ready when the calendar says January 1, 2000?

LINKS:
http://www.wild2k.com/probdates.html
http://www.techweb.com/wire/story/y2k/TWB19980722S0011
http://www.techweb.com/wire/story/y2k/TWB19980722S0011

EDITOR'S NOTE:
Y2K
glitch
critical systems
"bug"

Business Desk Extra : Business Desk Extra

1. What is dumping? Which nations have been accused of illegally dumping steel in the U.S.? According to U.S. steel producers, how is dumping affecting the U.S. steel industry? According to steel importers, what factors are temporarily lowering the demand for steel? What is a tariff? Why would tariffs be imposed on steel importers? Do you think the tariffs would benefit the U.S. steel industry? Explain. How do you think tariffs will affect consumers?

LINKS:
http://www.buchanan.org/freet.html
http://www.ftc.gov/
http://www.autoauth.com/industry/akron_052897.htm

http://www.self-gov.org/freeman/8910smil.htm

EDITOR'S NOTE:
market value
tariffs
imported steel
dumping

WORLDVIEW

Top of the World : Germany Stasi

1. What was the Stasi? When did the Stasi collapse? What happened to the vital information that the Stasi once possessed? Why is it crucial that the German government gain access to the data the CIA now holds?

2. In the video we learn that while some East Germans want the information in order to prosecute former Stasi agents, others are arguing for amnesty. Have students work in groups to learn more about the Stasi and its role in the government of the former East Germany. Share group findings in class discussion. Direct each student to use what he/she has learned to write an essay in response to the question: Should former Stasi agents be prosecuted or offered amnesty?

3. Use this opportunity to introduce students to the Cold War history of Germany, in particular the Berlin Wall. Have students conduct research to learn about the Wall, why and when it was erected, why many died trying to cross the border, and the legacy of the Wall today. Discuss student findings. Although the physical Wall is gone, emotional barriers between some East and West Germans remain. Discuss how a resolution to the Stasi issue might repair feelings between the two.

LINKS:
http://www.futuris.net/stasi/links.htm
http://www.dailysoft.com/berlinwall/

Taking Care of Business : Hong Kong Property Values

1. What has happened to the Hong Kong real estate market since the end of 1997? What information are experts using to try to predict the future of the market? Do you think there could be a problem with using this historic information? Explain.

2. How have the recent lower real estate prices impacted Hong Kong's economy? For whom are the lower prices bad news? Who benefits from the lower prices? Why?

3. What is meant by the term volatility? Ask students to consider reasons why property values in Hong Kong are volatile. Have them research basic information about Hong Kong's real estate and economy and share their findings. Discuss domestic and international political and economic factors that contribute to the volatility of Hong Kong's real estate market.

LINKS:
http://www.sabai.com/city/exchange/
http://www.teleproperty.com/linkto/othersE.htm
http://lloydgeorge.com/invest/hongkong.html

Culture Watch : Thai Classical Music

1. Who is Bruce Gaston? Why did he leave the U.S. and come to Thailand? How did he learn about Thailand's classical music? According to Bruce, what is the key to his success? What has been the high point of his musical career? How were he and his orchestra received at this event?

2. What are the elements of Thai classical music? For what religious and cultural observances is it used? Assist students in searching the Internet and other resources to learn more about Thai music. The websites below may be of assistance. Compare what students learn about Thai classical music to the classical music of other cultures. Why does classical music sometimes fall out of favor with the general public? What often accounts for a rebirth of this kind of music among the listening public?

LINKS:
http://www.thaipride.net/home/thaimusic.html
http://www.pulseplanet.com/Nov97/1490.html

Information Please : Japan Incense Ceremony

1. What kind of ancient ceremony are some Japanese turning to as a stress reliever? What elements of the ceremony have remained constant over the centuries? Why do you think the quality of the incense is important to those participating in this ceremony? Of what ingredients is the incense made? Why does it appear that there is a renewed interest in this ceremony?

2. Ask students to consider other ancient arts, practices and rituals that have experienced a resurgence in popularity in recent years. Discuss possible reasons for this resurgence. Do students think there is a renewed interest in spirituality, or do they think people are simply looking for a means of escape from modern life?

LINKS:
http://www.incensenipponkodo.com/page2.html
http://www.incensenipponkodo.com/page3.html

EDITOR'S NOTE:
Stasi
Berlin Wall
CIA
Hong Kong
deflation
devalue
genre
incense

NEWSROOM CHRONICLE

Life Teen : Life Teen

1. What is Life Teen? Why did Father Dale Fushek start the program? What are the similarities and differences between a Life Teen Mass and a traditional Catholic Mass? How does a culture reflect and influence organized religion? How does organized religion influence a culture? How is the youth of today different from the youth of past generations? Do you think organized religion

should modify its ritualistic practices to appeal to today's youth? Why/why not?

LINKS:
http://members.tripod.com/adm/popup/roadmap.shtml
http://www.catholic.net/

Jonny Lang : Jonny Lang

1. Who is Jonny Lang? What type of music does he create and perform? Why is it significant that Jonny has performed with B.B. King, the Rolling Stones and Aerosmith?

2. Refer students to the websites listed below to learn about the evolution of blues music. Have students create a timeline depicting the careers of Robert Johnson, B.B. King, the Rolling Stones, Aerosmith, Stevie Ray Vaughn and Jonny Lang. Have students listen to the music of these artists. This music should be available at your local library or on the artist's homepage or fan website. Have students identify the common elements of blues music, such as the instruments used, the subject of the songs, and the rhyming structure of the lyrics. Generate a discussion about how these artists influence each other and contemporary music.

LINKS:
http://members.tripod.com/adm/popup/roadmap.shtml
http://www.bluesworld.com/
http://www.realblues.com/

EDITOR'S NOTE:
Life Teen
Catholic Church
Jonny Lang
blues music

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 18, 1999

CNN.com hosts SPEAK OUT, a series of web chats for students with leading African-American artists, politicians and scholars, each Thursday in February. Go to http://cnn.com/chat/studio.html today from 11 a.m.-noon (ET) for a chat on Civil Rights.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:25... 06:55
-Kurdish demonstrators continue their global protest.
-Turkish citizens celebrate the capture and imprisonment of Abdullah Ocalan.

YOUR DAILY DESK ... 00:45... 07:40
Science Desk ... 02:00... 09:40
There's a fast new process for the safe disposal of chemical weapons.

WORLDVIEW ... 00:30... 10:10
Top of the World ... 02:30... 12:40
Fighting in Angola has escalated into another full-scale civil war.

Inside Asia ... 02:15... 14:55
The U.N. warns of millions more casualties from hunger if North Korea's economy is not rebuilt.

Inside North America ... 05:40... 20:35
This innovative toy chain's products appeal to both kids and parents.

NEWSROOM CHRONICLE ... 00:50... 21:25
Mascot Controversy ... 05:00... 26:25
The U.S. Department of Justice investigates the Native American mascot controversy in Asheville, North Carolina.

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kurd Rebellion

1. Who is Abdullah Ocalan? Why are Kurds throughout the world protesting? Why were Kurds in Berlin, Germany protesting outside the Israeli Consulate? What happened to these protesters? How have Israel and Greece responded to Kurdish allegations that they were involved in the capture of Abdullah Ocalan? Why has the U.S. State Department issued a global travel warning urging Americans to take special security precautions?

2. Why do you think Kurdish protesters are using violence? How do you think the demonstrations will affect the international community's response to the Kurdish struggle for autonomy?

3. Who was responsible for capturing Abdullah Ocalan? How long had Turkish authorities been looking for Abdullah Ocalan? Why? Who is Bulent Ecevit? Why do you think Bulent Ecevit has been reluctant to relate details of Abdullah Ocalan's capture? Where is Abdullah Ocalan being held prisoner? Why do you think Abdullah Ocalan pledged his support for Turkey following his capture? Why is this significant? How might the death or imprisonment of Abdullah Ocalan impact the PKK Party and the Kurdish struggle for independence?

4. Do you think Abdullah Ocalan will receive a fair trial in Turkey? Why/why not? Why do the Kurdish protesters in Germany want Abdullah Ocalan to be tried in an international court? Do you think the international community should be involved in determining the fate of Abdullah Ocalan? Explain.

5. Why is the majority of the Kurdish population spread over Turkey, Syria, Iraq, and Iran? Direct groups of students to use multimedia resources, including the websites listed below, to investigate the Kurdish and Kosovar Albanian struggles for autonomy. Have each group compare and contrast the Kurdish and Kosovar Albanian struggles. Do you think the Kurds and the Albanians are entitled to a homeland? Why/why not?

LINKS:
http://cnn.com/WORLD/europe/9902/17/ocalan.protest.04/index.html
http://cnn.com/WORLD/europe/9902/17/ocalan.turkey.03/index.html
http://cnn.com/WORLD/europe/9902/16/BC-OCALAN-CHRONOLOGY.reut/index.html
http://www.xs4all.nl/~tank/kurdish/htdocs/
http://www.turkey.org/f_apopkk.htm
http://cnn.com/SPECIALS/1998/10/kosovo/timeline/

EDITOR'S NOTE:
autonomy
Abdullah Ocalan
interrogation
guerrilla
Islamic Party
Bulent Ecevit
Kurds
Turkey

YOUR DAILY DESK

Science Desk : Destroying Chemicals

1. What research is taking place at the Dugway Proving Ground in Utah? What theory is the premise for their research? What happens when one chemical bond is broken in a toxic chemical molecule? How does Kevin Downey propose to apply this chemical reaction to toxic chemicals? Why is incineration not a viable option anymore? How long does the new process take? What are the

results?

2. Globally, how widespread is the chemical weapons disposal problem? Do you think this kind of process would be marketable in other countries? Why/why not? Why are the developers racing to have the testing of this process done by this spring? Do you think the method described is safe enough to use in the U.S.? What kinds of waste do you think would not be neutralized by this process? What other ways can you think of to dispose chemical weapons and toxic wastes?

3. When it is inconvenient for scientists to study a desired process or reaction, they often study a model of it on a smaller, more convenient scale. The process used in this story, oxidation, may seem very sophisticated, but it is actually the process by which chlorine and all-fabric bleaches get clothes clean. Through oxidation, laundry bleaches change soil into more soluble, colorless or removable particles. These smaller pieces are easier for detergents to remove. Have students explore the oxidation process by researching two oxidizing types of bleach, sodium hypochlorite (chlorine or liquid household bleach) and oxygen bleach (all-fabric bleach). Great places to find information are on bleach manufacturers' websites or basic chemistry sites (see below). Remind students that oxidation occurs on the atomic level, when atoms give up electrons. First, have students give either oral or written descriptions of how oxidation takes place in the case of laundry bleaches. Then, have students relate how they think this same process works in the case of chemical weapons and toxic chemical waste.

LINKS:
http://www.prowearapparel.com/oxygenbleach.html
http://www.kcc.hawaii.edu/chemistry/everyday_bleach.html
http://www.oxytherapy.com/oxyfiles/oxy00348.html

EDITOR'S NOTE:
chemical weapons
oxidation
molecule
toxic
elements
incineration
neutralize
demilitarizing

WORLDVIEW

Top of the World : Angola's "War for Peace"

1. Why did Angolan President Jose Eduardo dos Santos recently reshuffle his cabinet? Why was the previous Defense Minister replaced? What is UNITA? For how long have the government and UNITA been fighting?

2. What presence does the international community have in Angola? Why do you think U.N. Secretary General Kofi Annan wants the United Nations peacekeeping forces out of Angola? Who is the U.N. blaming for this latest round of violence? Why? According to the U.N., what has the government done to aggravate the situation?

3. In 1994 Angola's government and the rebel UNITA forces signed a peace accord known as the

Lusaka Protocol. Direct students to the first website below to read the points of this agreement. Generate a class discussion about the political concessions that were granted to UNITA in exchange for an end to the fighting. Why do students think these concessions were not enough to secure a lasting peace between the two sides?

EXTENSION: Have students use the Internet and other resources to learn more about the current government of Angola, led by President Jose Eduardo dos Santos, and UNITA, led by Jonas Savimbi. Discuss the political philosophies and goals of each, as well as the realistic prospects for compromise between the two sides.

LINKS:
http://www.angola.org/referenc/pressrel/prst012399.html
http://www.angola.org/
http://www.kwacha.com/index.htm

Inside Asia : North Korea Famine

1. Specifically, what type of aid does the United Nations want the international community to send to North Korea? Why are many countries reluctant to send this aid? How is the U.S. sponsoring programs to help the North Koreans help themselves? How are many North Koreans surviving now? According to the U.N., what will happen if North Korea's infrastructure is not rebuilt?

2. Use this opportunity to help students understand why many nations have been slow to respond to North Korea's famine. Have them work in small groups to conduct research about the famine and international response to it. Next, have groups consult the Internet and other resources to learn more about the perception of North Korea in the international community. Share group findings in class discussion. Why has the North Korean government tried to keep the famine out of the international spotlight? How has this hurt relief efforts? What charges have been levelled against North Korean officials by some relief agencies? Why are many nations suspicious of North Korea? What is North Korea's form of government? Where does North Korea stand on sensitive international issues like nuclear disarmament? After thorough discussion, direct each student to write an essay in response to the question: Should the international community act to rebuild North Korea's economy as a response to the famine?

LINKS:
http://www.seattletimes.com/extra/browse/html97/altnkor_070997.html
http://www.eia.doe.gov/emeu/cabs/nkorea.html
http://www.theodora.com/wfb/korea_north_economy.html

Inside North America : Noodle Kidoodle

1. Who founded Noodle Kidoodle? How would you describe this enterprise? What aspects of these stores and toys appeal to kids? To their parents? Why doesn't Chairman and CEO Stanley Greenman want his company's toys to be called "educational"? Do you agree with his rationale? Why/why not?

2. According to Mr. Greenman, why isn't his store vulnerable to a toy retailing giant like "Toys R Us"? Are there any toy stores in your area that might be real competition for Noodle Kidoodle? Explain. What features and products of these potential competitors bring customers back to their stores?

3. Noodle Kidoodle founder Stanley Greenman is an entrepreneur. Ask students to explain, in their own words, what "entrepreneur" means. Generate a class discussion about entrepreneurs and the kinds of people who take on risks by launching their own business, product or service. Direct students to the last website below to learn more about the profile of a typical entrepreneur. Are

there any students in your class who think they have an entrepreneurial spirit?

LINKS:
http://www.noodlekidoodle.com/
http://biz.yahoo.com/bw/990204/ny_noodle__1.html
http://www.arrowweb.com/graphics/news/ma9.html

EDITOR'S NOTE:
Angola
UNITA
Lusaka Protocol
infrastructure
North Korea
innovative
entrepreneur
profit

NEWSROOM CHRONICLE

Mascot Controversy : Mascot Controversy

1. Why has the U.S. Justice Department launched an investigation of the Erwin High School mascots? What are the names of the mascots? Who is responsible for trying to change the mascots' names? Why?

2. Have each student define the words "warrior" and "squaw." What do these terms mean to each student? Are these terms derogatory? Why/why not? Next, direct students to the first website to learn about the history of the mascot controversy, and why the words "warrior" and "squaw" are considered to be derogatory. Then, have students refer to the first and second websites to learn about the U.S. federal and the Buncombe County School Board nondiscrimination policies. Divide your class into two groups to debate whether the use of the warrior and squaw mascots violates the nondiscrimination policies. As a class, discuss whether or not Erwin High School should change the names of its mascots.

   EXTENSION: Have students use the Internet and other resources to learn more about the history of Native American since America's westward expansion. Discuss the evolution of discrimination against the Native Americans in the U.S. What steps have the U.S. government and American citizens taken to address this issue of discrimination? Have these efforts been effective? Why/why not?

LINKS:
http://www.main.nc.us/wncceib/IndianMascotIssue.htm
http://www.usdoj.gov/
http://www.radix.net/~mschelling/nativeamericans.htm

EDITOR'S NOTE:
mascot
discrimination
American Indians
U.S. Department of Justice

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CNN NEWSROOM Guide

February 19, 1999

Don't miss TNT's "Passing Glory" this Sunday, February 21 at 8pm. "Passing Glory" is based on the true story of courage and triumph during the civil rights movement. For more information see: http://turnerlearning.com/tntlearning/passing/index.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:00... 06:15
-As the February 20 deadline for the Kosovo peace talks approaches it is uncertain that an agreement will be reached.
-NATO prepares to send troops to Kosovo.

YOUR DAILY DESK ... 00:45... 07:00
Editor's Desk ... 02:10... 09:10
Mental health professionals study perfectionism and its effects on those who suffer from it.

WORLDVIEW ... 00:30... 09:40
Cold War, Part I ... 05:05... 14:45
The Cold War still exists in the minds of many Cubans.

Cold War, Part II ... 04:00... 18:45
The economic embargo against Cuba is a legacy of the Cold War.

NEWSROOM CHRONICLE ... 01:00... 19:45
Little Bugler ... 03:15... 23:00
Gustav Scherman was a little bugler who made a large contribution to the Union Army during the Civil War.

Look Ahead ... 00:25... 23:25
Next week: Female Football Star

Elia Kazan ... 03:20... 26:45
Some members of the entertainment industry are opposed to giving Elia Kazan a special Oscar.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo Conflict

1. Why are Serbians and ethnic Albanians in conflict? What is NATO's goal for the Kosovo peace talks? Who are the international monitors? What is their role? What will happen if an agreement is not reached by February 20? What action has U.S. Secretary Madeleine Albright taken to prepare for a possible NATO airstrike?

2. Who is Slobodan Milosevic? Why is Slobodan Milosevic reluctant to accept NATO peacekeepers in Kosovo? What is the nature of Russia's relationship with Serbia? How do you think Russia would react if NATO were to use military force in Serbia? In what way can Russia help to achieve a peaceful resolution to the talks?

3. Depending on the outcome of the peace talks, how will NATO forces respond? In the event an agreement is reached, do you think the presence of NATO peacekeeping forces in Kosovo will be necessary? Explain. How would the presence of NATO peacekeeping forces impact the Serbians? Why is important for NATO to have Belgrade's consent prior to sending troops into Kosovo? Do you think NATO should be involved in the Kosovo conflict? Explain.

4. Do you think NATO is violating the sovereignty of Serbia by sending in troops? Have students refer to the websites listed below to research this question. Direct each student to express his or her opinion by writing a letter to the editor of the local newspaper.

LINKS:
http://cnn.com/WORLD/europe/9902/18/kosovo.02/
http://cnn.com/WORLD/europe/9902/18/kosovo.03/
http://cnn.com/US/9902/18/us.kosovo.01/
http://pathfinder.com/time/daily/special/kosovo
http://www.kosovo.com/
http://www.kosova.com/
http://www.nato.int/

EDITOR'S NOTE:
NATO
international monitors
deploy
Kosovo
Madeleine Albright
Slobodan Milosevic

YOUR DAILY DESK

Editor's Desk : Perfectionism

1. From what personality disorder is "Barb" suffering? How does her struggle with perfectionism affect her, both mentally and physically? What is "Barb" doing to overcome perfectionism? Does she think the treatment is working? According to psychologist Paul Hewitt, perfectionists "don't have a real high regard for themselves." Does this surprise you? Explain.

2. Review the three main categories of perfectionists, as described by Paul Hewitt (self-oriented, other-oriented, socially-prescribed). What do individuals in these three categories have in common? How does Mr. Hewitt determine which individuals might be perfectionists? Why do you think that those who are found to be perfectionists are less likely to be able to "let go"?

3. What are personality disorders? Have students work in groups to research the definition of personality disorder and identify the major personality disorders. Share student findings in class discussion. Why do students think there is much attention today on personality disorders? Do they think the stress of modern life is to blame, or are we as a culture more knowledgeable about mental health?

   EXTENSION: Invite a mental health professional to address the class on personality disorders and what the medical community can do to help individuals who suffer from these disorders.

LINKS:
http://www.potsdam.edu/COUN/brochures/perfectionism.html
http://h-devil-www.mc.duke.edu/h-devil/emotion/perfect.htm
http://personalitydisorders.cmhc.com/
http://personalitydisorders.cmhc.com/personalitydisorders/symptom.htm
http://www.potsdam.edu/COUN/links.html

EDITOR'S NOTE:
personality disorder
perfectionism
psychologist
group therapy
self-oriented
other-oriented
facade
socially-prescribed

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. Use this opportunity to introduce students to the Cuban Missile Crisis. Have students work in groups to conduct research about the crisis and how the personalities of John Kennedy and Nikita Khrushchev played a role in its evolution and resolution. Share group findings. After viewing the video, discuss how the Cuban Missile Crisis still haunts U.S.-Cuba relations today.

2. Why does Manuel Lopez no longer own the land in front of his house? According to his son, have feelings toward the U.S. changed since the missiles were removed? Why do you think this is so? What other evidence exists in the video to support the claim that the Cold War is alive in Cuba?

3. Who or what is the "enemy" to Cuban citizens? Why? Do young Cubans fear an invasion by the United States? Explain. What kind of "aggression" do they claim to feel?

4. One reason for poor relations between the U.S. and Cuba has been the actions and statements of Cuban President Fidel Castro. Direct students to the Internet (the last website below offers a biological profile) and other resources to learn more about Fidel Castro, his politics and practices. Then divide students into four groups, and have each select a decade beginning with January of 1959, when Mr. Castro came to power. Have each group research and create a timeline depicting major events in U.S./Cuban history in that decade. Have each group present its timeline and discuss how its events impacted U.S.-Cuba relations.

LINKS:
http://learning.turner.com/coldwar/cuba/cuba_ttl.html

http://www.sea-ski.com/cmc/cmc.htm
http://www.herald.com/americas/archive/oppen/docs/report65.htm
http://www.cnn.com/resources/newsmakers/world/namerica/castro.html

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Cold War, Part II : Cold War, Part II

1. What are economic sanctions? Why do you think the United States is the only major Western nation that still maintains sanctions against Cuba? How have U.S. relations toward other former communist adversaries changed in recent years?

2. To whom did Fidel Castro turn for economic assistance when he first came to power in 1959? Why was he turned away? Do you think the State Department was justified in its response to Fidel Castro? Explain. When the U.S. would not help, to whom did Mr. Castro turn? How did this relationship affect Fidel Castro's political ideals? How did the Soviets exploit this relationship?

3. What combination of factors has kept economic sanctions in place for nearly four decades? According to the video, what kind of relationship would the Clinton Administration like to see between the U.S. and Cuba? What recent event set U.S.-Cuba relations back? Why do you think critics claim that President Clinton has one set of human rights standards for Cuba and another for China? Do you agree or disagree with these critics? Explain.

4. Assist groups of students in collecting evidence to learn more about the economic sanctions against Cuba. Have groups share their findings and discuss the evidence in favor of and against lifting the embargo. Who is being hurt by the sanctions? What might happen if they were lifted? Would lifting of the embargo be seen as an endorsement of the Castro regime? Is the lifting of sanctions a political "hot potato" in the U.S.? Explain. After an in-depth discussion examining both sides, have each student write an opinion essay in response to the question: Should the economic embargo against Cuba be lifted?

5. Do students think the recent visit by Pope John Paul II has had an impact on Cuba's political atmosphere? Did the visit change Cuba's image? Have students locate and read articles on the Pope's visit and its impact. Discuss how this visit, along with other world events of recent years, including the collapse of the Soviet Union, are slowly bringing Cuba out of the Cold War.

LINKS:
http://mac29.comm.nau.edu/022896/Op3.html
http://www.latino.com/news/0312cuba.html
http://headlines.yahoo.com/Full_Coverage/World/Cuba_Sanctions
http://www.state.gov/www/regions/ara/us_cuba_index.html
http://www.pbs.org/newshour/forum/january98/cuba4.html
http://hostings.diplomacy.edu/iirt/chronology/Update3d.htm

EDITOR'S NOTE:
Cuban Missile Crisis
Fidel Castro
Cold War
communist
Soviet Union
refugees
sanctions
Nikita Khrushchev

NEWSROOM CHRONICLE

Little Bugler : Little Bugler

1. Who was Gustav Scherman? How old was Gustav when he enlisted in the Civil War? Why did he enlist? What was his duty during the war? Why was the bugler important during the Civil War? Who did Gustav befriend during the war? What infamous person did Gustav meet while he was visiting Washington, D.C.?

2. What is a patriot? Do you think Gustav Scherman was a patriot? Why/why not? Have groups of student refer to the website listed below to research the Civil War. Direct each group to prepare a presentation about a historically significant person who was noted for his/her patriotism during the Civil War. Have each group identify the individual's political cause and why he/she is considered to be a patriot. Following the presentations, discuss whether or not the sense of patriotism in America has changed since the Civil War.

LINKS:
http://www.civilwar.com/

Elia Kazan : Elia Kazan

1. Who is Elia Kazan? What are some of his professional accomplishments? What was the purpose of the House Un-American Activities Committee? Why are some members of the entertainment industry against Mr. Kazan receiving a special lifetime achievement Oscar?

2. Describe the political climate in America during the Cold War? Have students refer to the websites listed below to research the investigation of the Hollywood Motion Picture Industry that was brought about by the House Un-American Activities Committee. Group students. Have each group prepare a presentation about either: The approach used by the House Un-American Activities Committee to identify and try alleged communists, how individuals within the Motion Picture Industry were affected by the investigations, or the impact that the investigations had on the Motion Picture Industry. Following the presentations, have students discuss what they would have done if they were in Elia Kazan's position. Direct students to consider what might have happened if Mr. Kazan had exercised his constitutional rights, and had chosen not to reveal the names of people who he knew to have been involved in the Communist Party. Ask students whether they think Mr. Kazan should receive the Oscar.

LINKS:
http://home.earthlink.net/~tenspeed/SimonaSara/blacklist.htm
http://www.nara.gov/nara/legislative/house_guide/hgch25bw.html
http://cnn.com/SPECIALS/cold.war/episodes/06/

EDITOR'S NOTE:
Cold War
House Un-American Activities Committee
blacklist
communism
Civil War
patriotic

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CNN NEWSROOM Guide

February 22, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:00... 06:30
A new Tuesday deadline for a peace agreement looms over Serbia.

YOUR DAILY DESK ... 00:40... 07:10
Environment Desk ... 02:05... 09:15
Thanks to tough government regulation, Maryland's rockfish makes a miraculous recovery.

WORLDVIEW ... 00:30... 09:45
Inside Africa ... 02:55... 12:40
The Sudanese government is accused of engaging in slave trading.

Taking Care of Business ... 02:20... 15:00
The first all-women's marching band in Shanghai provides an important professional opportunity for local women.

Wild Kingdom ... 02:35... 17:35
The Vietnamese tiger faces extinction.

Culture Watch ... 02:05... 19:40
Chinese artist Chen Fong-Shian creates some of the world's smallest paintings.

NEWSROOM CHRONICLE ... 01:00... 20:40
Kids and Clinton ... 03:00... 23:40
A new CNN poll reveals that most younger Americans are tougher on President Clinton than are their adult counterparts.

Gator Kids ... 03:45... 27:25
An alligator farm presents interesting work opportunities for two Louisiana students.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo Deadline

1. Who is meeting in France to negotiate a peace deal in Kosovo? Which side is prepared to sign an agreement? According to U.S. Secretary of State Albright, how is Serbia pursuing "half a deal"? How could Serbia's current attitude towards settling the situation lead to NATO action?

2. Explain how recent events in Studencane illustrate how fragile a peace agreement between Serbians and ethnic Albanians might be. Discuss how the fighting has created a refugee problem and how local villages are dealing with it.

3. The geographic history of the Balkans has been an ever-changing one. Divide students into groups to research this history. Have each group choose a specific time period since 1900 and research (a) political events in the history of Yugoslavia during that period and (b) changes in the map of the Balkan region in that period. The third website below should be of assistance. Then have each group present a report on Balkan history within its chosen period and a poster board political map of the region for that period. When all the reports have been presented, position the maps in chronological order so that students can see the changes over time.

LINKS:
http://news.bbc.co.uk/hi/english/special_report/1998/kosovo/newsid_258000/258110.stm
http://washingtonpost.com/wp-srv/WPlate/1999-02/11/063l-021199-idx.html
http://news.bbc.co.uk/hi/english/static/map/yugoslavia/
http://cnn.com/WORLD/europe/9902/20/kosovo.tension/

EDITOR'S NOTE:
cratering
implementation
Madeleine Albright
refugees

YOUR DAILY DESK

Environment Desk : Rockfish Recovery

1. From where does the rockfish get its name? Of what importance was the rockfish to the people of Rock Hall, Maryland? Why? What was discovered in the early 1980's related to rockfish populations? What was the probable cause? Why do you think the scientists found only one-tenth of the surviving fish to be adults? What would eventually happen to a population of fish where almost all are too young to reproduce?

2. How did the government of Maryland address the problem? At first, how do you think Rock Hall's citizens reacted to the government-enacted changes? What changes in Rock Hall's economy occurred as a result of fishing regulations? How successful were the restrictions at bringing back rockfish populations? What lesson do you think the fishing industry might learn from this experience? As a result of this experience, how has the fishing policy in Rock Hall changed? Explain.

3. Working in small groups, have your students create "cause and effect" charts or tables related to the rising and falling populations of rockfish. Have them make sure they have the correct sequence of events and that they have included the causes and effects specifically identified in the story, as well as those they can infer. Then have groups translate their charts into schematic drawings using circles, squares and arrows. Have groups share their diagrams and reasoning with the class.

LINKS:

http://www.gmu.edu/bios/bay/journal/
94-06/rockfish.htm
http://www.nmfs.gov/
http://www.fws.gov/laws/digest/reslaws/
atlstri.html

EDITOR'S NOTE:
striped bass
recovery
government regulation
fishery management

WORLDVIEW

Inside Africa : Sudan Slavery

1. What are the two factions involved in the Sudan Civil War? Why are they fighting? How many people have died as a result of the war and the ensuing famines? Why did the U.S. government impose sanctions on Sudan in 1997? Why have U.S. lawmakers urged President Clinton's administration to focus more attention on the situation in Sudan?

2. Why do you think the government of Sudan is participating in slave trade? How should the international community respond to this issue? According to the video, if the Sudanese government is able to access and acquire financing for its nation's oil supply "we will have a second, Iraqi-OPEC regime." What does this statement mean? Do you agree or disagree with this assertion? Explain.

3. Have students refer to multimedia resources, including the second website below, to research the history of Sudan's Civil War and the U.N. Universal Declaration of Human Rights. As a class, identify and discuss whether the government of Sudan has violated the U.N. Declaration of Human Rights, and if so, how.

4. Divide your class into three groups. Have each group use multimedia resources to prepare a presentation about the conflicts in either Bosnia, Kosovo or the Sudan. Have each group identify the extent of U.N. and U.S. involvement in each conflict. As a class, identify and discuss the similarities and differences among the three conflicts. Based on each group's analysis, have students discuss how the international community should respond to the situation in Sudan.

LINKS:
http://cnn.com/WORLD/africa/9902/13/AM-Sudan-HumanRights.ap/index.html
http://www.state.gov/www/issues/relief/index.html
http://www.sudan.net/index.html
http://www.unhchr.ch/html/menu3/b/a_udhr.htm

Taking Care of Business : China Women's Band

1. What instrument does Yang Zhu Ping play? Why did Yang Zhu Ping decide to join the Women's Marching Band? Why is this band historically significant? Why has the experience of playing in the band been important for Yang Zhu Ping?

2. Have students use print and Internet resources to learn about the role of women and women's rights in your nation and in China. Have students identify how cultural, political and economic

factors influence women's societal roles. As a class, discuss the similarities and differences between the role of women in your country and in China.

EXTENSION: What is age discrimination? What is gender discrimination? Why have these types of discrimination existed in the workplace? Have students research how these issues are addressed by their nation's government. Group students and have each group research periodicals, newspapers and online resources to prepare a presentation about these two types of discrimination. Following a class discussion about these examples, direct students to consider the following scenario: The Shanghai Women's Marching Band is looking for a new drummer. A qualified male drummer wants to audition for the position, but cannot: The position is only open to females. If there are no anti-discrimination laws in place, would this be considered discrimination? Why/why not? Should the man be allowed to audition? Explain.

LINKS:
http://www.chinascape.org/
http://www.insidechina.com/
http://www.hrichina.org/reports/caught.html

Wild Kingdom : Vietnam Tiger

1. Why is the Vietnamese tiger in danger of becoming extinct? What is a "wildlife trafficker"? What did Vietnamese authorities do with Lam Nhi after they found her? Do you agree with their decision? Explain. Why was the tiger named Lam Nhi? How has the story of Lam Nhi affected the issue of tiger conservation in Vietnam?

2. Do you think it is important to protect the Vietnamese tiger from extinction? Why/why not? What do you think can be done to deter wildlife traffickers from smuggling and selling endangered animals?

3. Have students refer to the websites listed below to learn more about tigers and what different organizations are doing to save the species from extinction. Have students create charts depicting how the ecosystem would be affected if the Vietnamese tiger were to become extinct. Group students. Have each group create a poster that can be displayed to educate its peers about an aspect of the tiger's plight. Have each group use old magazines, computer images, and drawing and painting supplies to create a collage that conveys the group's message.

LINKS:
http://www.worldwildlife.org/tiger/index.shtml
http://www.westerville.k12.oh.us/zoo/Stoney/Pages/coolfac.htm
http://www.5tigers.org/thaimas.htm

Culture Watch : Miniatures

1. From where does Chen Fong-Shian come? Why is his art unique? What artistic accomplishment might earn him a place in the Guinness Book of World Records? Why won't Chen Fong-Shian sell his art?

2. Challenge students to think of a creative activity that they enjoy doing, such as writing stories, poems or songs, drawing, or making music. Why is the creative process satisfying? Is there a difference between creating for profit versus creating for one's own pleasure? Explain. Have each student interview an artist, musician, or writer to learn how he/she feels about that craft. Is the experience different for the artists when they create for profit versus when they create for their own pleasure? Why/why not?

EDITOR'S NOTE:
Sudan Civil War
slave trade
sanctions
human rights
Shanghai
wildlife trafficking
tiger conservation
miniaturist

NEWSROOM CHRONICLE

Kids and Clinton : Kids and Clinton

1. According to the poll cited in the video, do young Americans believe that that President Clinton's behavior indicates to kids that lying is acceptable? Explain. Do young people look up the president as a role model, according to the video? To whom do they look instead? How has this changed over the past generation?

2. In contrast to adults, what do young people think about the lasting effects of the Clinton scandal? What does it mean to be "cynical"? Why do you think young people are less cynical about government than adults are? In spite of this optimism, why do you think that nearly 75% of young people surveyed said they do not want to be president one day? Would you ever consider running for president? Explain.

3. Generate a class discussion reviewing the facts of the impeachment of President Clinton. Encourage students to openly discuss their views on what happened and whether they believe the incident will have a lasting effect on their generation's view of President Clinton and the government. Then challenge students to collect their thoughts and write letters that they would like their grandchildren to read 50 years from now, explaining what the students think we learned from the impeachment and whether/how it affected their opinions of government and its leaders.

LINKS:
http://www.pathfinder.com/@@HkJEXgYA7Of*jvT/TFK/archive/020698/cover.htm
http://www.scholastic.com/scholasticnews/clintoncrisis2/kididx.htm

Gator Kids : Gator Kids

1. Where do Brandy and Chad work? Describe the farm Brandy's father owns and operates. What kinds of jobs do Brandy and Chad have on this farm? What parts of the alligator are used when it is time for the gators to be harvested? How do alligator farms actually help increase the gator population?

2. Explain how the alligators are bred and raised on the farm. Why are they raised indoors? When are they ready to be harvested? Why is it important that every aspect of the alligator be handled carefully, from the egg stage to the handling of skins after harvesting?

3. Launch an alligator unit with your class. Divide students into groups to research each of the following topics associated with the alligator: Alligator species and their characteristics, feeding habits and habitats, protection of alligator species, alligators in folklore and fiction. Direct each group to make a formal presentation (multimedia if possible) on its findings.

4. Alligators have been called by some "the last true monsters on earth." Many people, while fascinated with alligators, are also repulsed by them. Yet alligators provide some very beneficial functions in their ecosystems. Have students consult the first website below and other resources to learn more about alligators' beneficial behavior and share their findings. Next, group students, and challenge each group to find information on another species of animal (including insects) that "gets no respect." Have each group present a skit where the students are members of the species talking about why they "get no respect" and what they wish the rest of the animal kingdom (including most humans) knew about their "good" side.

LINKS:
http://www.alligatorfarm.com/gatorfaq.html
http://netvet.wustl.edu/reptiles.htm#gator
http://www.flmnh.ufl.edu/natsci/herpetology/crocs/crocsg.htm
http://gnv.ifas.ufl.edu/www/agator/htm/aligator.htm

EDITOR'S NOTE:
poll
cynicism
reputation
role model
albino
harvested
predators
bayou

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 23, 1999

See an encore presentation of TNT's "Passing Glory" tonight at midnight. "Passing Glory" is based on the true story of courage and triumph during the civil rights movement. For more information see: http://turnerlearning.com/tntlearning/passing/index.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:40... 07:10
The war of words and weapons escalates as negotiators try to reach a peace deal for Kosovo.

YOUR DAILY DESK ... 00:50... 08:00
Health Desk ... 01:50... 09:50
Southern California enacts an initiative to protect local children from the dangers of air pollution.

WORLDVIEW ... 00:30... 10:20
Top of the World ... 02:55... 13:15
Thailand's social problems escalate as its economic problems continue.

Inside Europe ... 02:30... 15:45
The theft of Third World artifacts is becoming a serious problem.

Wild Kingdom ... 02:30... 18:15
International demand for ivory jeopardizes the African elephant population.

Culture Watch ... 02:40... 20:55
Many Japanese teenagers are pursuing careers as dance club disc jockeys.

NEWSROOM CHRONICLE ... 01:05... 22:00
Student Bureau ... 03:15... 25:15
House manager and Georgia Representative Bob Barr takes time out to talk with students about the impeachment trial.

Special Series ... 01:30... 26:45
CNN looks at some important events that made news on this date throughout the 20th century.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo Deadline

1. How are negotiations faring in Rambouillet between Serbs and ethnic Albanians? What point is a major "deal breaker" for the Serbs? Why? What point has been difficult for the ethnic Albanians to accept? Why has it been difficult for the Kosovo Albanians to move toward a settlement?

2. According to the video, how do images flashed across Serbian television illustrate the Serbs' position on Kosovo? Who or what is the "international tyrant" to whom one Serbian officer refers? How is Serbia's state-controlled media being used to broadcast the government's "spin" on the situation?

3. What are the possible outcomes of the crisis in Kosovo? As a class, review the video and have students note some of the possibilities. Then group students and challenge each group to devise a flow chart or other diagram illustrating the possible outcomes and their ramifications. For example, students might want to consider what would happen if a deal was struck that mandated autonomy for three years, but no independence vote, for Kosovo. How might this demand sit with the KLA? What could happen if no deal is reached? Have groups share and explain their diagrams.

4. Besides NATO, what other agencies and military groups have had a presence in the Balkan region? Have students work in groups to research the role of organizations like the OSCE, the KVM, and IFOR and share their findings in class discussion. If a peaceful settlement is not reached, does it mean these groups have not been effective? Should the international community still use organizations like this in global "hot spots"? Discuss.

LINKS:
http://cnn.com/WORLD/europe/9902/22/kosovo.03/
http://cnn.com/WORLD/europe/9902/22/BC-YUGOSLAVIA-KOSOVO-MON.reut/
http://www.oscebih.org/
http://www.worldmedia.fr/sarajevo/ifor.html

EDITOR'S NOTE:
contingent
tyrant
rhetoric
posturing
Rambouillet
delegation
interim
referendum

YOUR DAILY DESK

Health Desk : Kids and Air Quality

1. Why are children more vulnerable to the effects of air pollution than are adults? What initiative was recently passed by the South Coast Air Quality Management District (SCAQMD)? Why is this initiative significant?

2. According to the SCAQMD, the South Coast region of Southern California "has the dirtiest air in the U.S." Have students refer to the second website listed below to learn why the air in this region is so polluted. Do you think this initiative will resolve the air pollution problem in Southern

California? Why/Why not? Find out what your community is doing to prevent air pollution.

3. Have your students refer to print and online resources, including the websites listed below, to learn about how indoor and outdoor air pollution can affect people's health. Divide your class into two groups. Direct each group to prepare a presentation about either acute health problems or chronic health problems that result from air pollution.

4. Challenge students to create a list of 30 things they can do to help prevent air pollution. As a class, conduct a month long air pollution awareness campaign at your school. As a focal point of the campaign, have students create a calendar listing one of the prevention activities for each day of the week. Other activities could include creating posters, newsletters, and contests to heighten public awareness about air pollution.

LINKS:
http://cnn.com/HEALTH/9901/16/kids.air.quality/
http://www.aqmd.gov/kidspage/
http://www.arb.ca.gov/html/cando.htm
http://www.lungusa.org/home2.html

EDITOR'S NOTE:
air pollution
asthma
contaminant
emissions
clean fuel vehicles

WORLDVIEW

Top of the World : Thai Weak Economy

1. When did the Asian economic crisis begin? Why are 1.3 million people in Thailand unemployed? How has the exporting of rice affected Thailand's economy? What are "non-performing loans"? What will happen to Thailand's economy if these loans continue to increase? How has the economic crisis impacted Thailand's society?

2. Why do you think the recession has caused an increase in the number of family break ups, school dropouts and suicides in Thailand? How are the effects of the current recession in Thailand similar to those caused by other national recessions? How are they different? Do you think Thailand's social problems will resolve if the nation's economic situation improves? Why/why not?

3. Have students refer to the first website to learn about the government bill that was introduced to establish a specialized bankruptcy court in Thailand and the role of the International Monetary Fund (IMF). Divide the class into three groups and have each prepare a presentation focusing on one of the following questions: How might the bankruptcy court bill help revive Thailand's economy? Why is the bill held up in Parliament? What might happen if the bill is not passed? Following the presentations, have students discuss whether or not Thailand can resolve its economic problems without the assistance of the IMF.

LINKS:
http://cnnfn.com/worldbiz/asia/wires/9902/12/thailand_wg/
http://cnnfn.com/markets/9707/02/thai_baht/
http://www.imf.org/

Inside Europe : Cultural Theft

1. What is cultural theft? What type of artifacts are frequently taken from Cambodia? How is the Cambodian army involved in this situation? Who is purchasing Third World antiquities? Why?

2. Why is it important to ensure that cultural artifacts are kept in their nation of origin? Why is there a market for illegal antiquities? Have students refer to the first website to learn about different cultural protection treaties and other international agreements. As a class, discuss the effectiveness of these treaties and, if necessary, what else the international community can do to stop the illegal trafficking of artwork.

3. Have students brainstorm a list of artwork and historical artifacts that are important to your country. Have each students select one of these art pieces/artifacts and research its history and cultural significance. Have each student write a paper describing how the theft of the item would impact the nation. How would he/she feel if this art or artifact were to be stolen and sold to another country?

LINKS:
http://cnn.com/WORLD/asiapcf/9901/22/BC-CAMBODIA-ARTIFACTS.reut/index.html
http://www.tufts.edu/fletcher/multi/cultural.html

Wild Kingdom : Kenya Elephant

1. How and why has the population of elephants in Africa changed since 1990? Why are conservationists concerned about African elephants now? Why is ivory a valuable commodity? How might Africa benefit by allowing the trade of elephant ivory? Should South African countries lift the 1990 ban on elephant poaching? Why/why not?

2. Have students refer to the links listed below to learn more about the African elephant and the efforts that are being made to preserve the species. Have students research the commercial uses for ivory and determine whether these ivory products are essential or luxury items. Group students. Challenge each group to think of different ways these ivory products can be produced without using elephant ivory. As a class, discuss whether these products could be produced by African nations to strengthen their economies.

LINKS:
http://www.users.fl.net.au/~rodac/courteney/eles.html
http://www.worldwildlife.org/species/frame_species.htm

Culture Watch : Japan D.J. School

1. Why are many Japanese teenagers pursuing a careers as disc jockeys? How is technology influencing the development of the D.J./dance club industry in Japan? How is the "D.J. craze" in Japan different from the "D.J. craze" in Europe and the U.S.? How does the club business impact the record business in Japan? How long do you think the current "D.J. craze" will continue in Japan? Explain.

2. Divide your class into five groups. Have each group use print and Internet resources to investigate how teenagers have influenced or created different commercial markets during one of the last five decades. These markets could include fashion, music, television, or movies. Following group presentations, discuss how and why the influence of teenagers on commercial markets has changed over the years.

LINKS:

http://www.msu.edu/user/okumurak/japan/japan.html
http://demographics.com/catalog/info/4_info.htm

EDITOR'S NOTE:
economic crisis
recession
non-performing loans
Cambodian temples
ivory trade
African elephants
cultural theft
disc jockey

NEWSROOM CHRONICLE

Student Bureau : Bob Barr/Student Discussion

1. Who is Bob Barr? Why do you think he took the time to answer these students' questions about President Clinton's impeachment? What kinds of questions did the students ask of Congressman Barr? What did you think of his answers? Were the students always satisfied with his responses? Explain. In the end, do you think Congressman Barr changed anyone's mind? State your rationale.

2. In the video, one student makes the case that President Clinton's crime "pales in comparison" to what happened in the administrations of Andrew Johnson and Richard Nixon. Assist students in collecting evidence to help them formulate opinions on whether they agree or disagree with this assertion. Guide students in researching the incidents surrounding the Johnson impeachment (his breaking of the Tenure of Office Act) and the hearings held to investigate the Watergate break-ins before President Nixon resigned. After students have conducted their research, share findings in class discussion. Then have each student write an essay comparing the three cases. Do they agree with the student who believes the impeachment of Bill Clinton was unjustified or do they agree with Congressman Barr when he says that the Clinton trial was about "rule of law"?

3. Ask students: If you could interview anyone connected with President Clinton's impeachment trial, who would it be, and why? What would you ask that person? Have each student conduct research to find a suitable subject, then, acting as a CNN Student Bureau reporter, list the questions he/she would like to ask that person. Remind students that a good reporter must do sufficient background research to know what kinds of questions to ask a particular newsmaker. The second, third and fourth websites below should help students select their subjects and formulate their questions. Have students share their questions and discuss what they would like other students to learn from their interviews.

LINKS:
http://www.house.gov/barr/bio.htm
http://www.cnn.com/ALLPOLITICS/resources/1998/lewinsky/
http://www.c-span.org/guide/executive/investigation/senatetrial.asp
http://www.law.cornell.edu/background/impeach/impeach.htm

Special Series : This Day, This Century

1. Review some of the events that took place on February 23rd as seen in the video. Which of these do you think was the most significant? Why?

2. "This Day, This Century" is a series of reports on significant historical events that took place on a given date in the 20th century. Challenge students to use the Internet and other resources to create chronologies in areas they choose to highlight. Students may choose, for example to create chronologies for important dates in Black History, or the Arts, or for a specific geographic location, like their community. The Internet sites below may generate some ideas for students. Offer students the option of presenting their information in the form of timelines, illustrated booklets or written narratives on their chosen topics.

LINKS:
http://theblackmarket.com/dates.htm
http://jamaicans.com/info/history.htm
http://unix1.sncc.lsu.edu/guests/aclind/uchlsu/sigdates.html

EDITOR'S NOTE:
Bob Barr
diversity
indictment
Iwo Jima
Pulitzer Prize
King Juan Carlos
coup
George Bush

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 24, 1999

CNN.com hosts SPEAK OUT, a series of web chats for students with leading African-American artists, politicians and scholars, each Thursday in February. Go to http://cnn.com/chat/studio.html this Thursday from 11 a.m.-noon (ET) for a chat on Youth Leaders.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:05... 02:20
Top Story ... 04:35... 06:55
-CNN presents a background report on the recent history of Kosovo.
-Serb and Kosovar negotiators ponder a deal for peace.

YOUR DAILY DESK ... 00:55... 07:50
Business Desk ... 01:40... 09:30
Although the state of the U.S. economy is good, there are many workers who have fallen victim to corporate downsizing and mergers.

Business Desk Extra ... 02:30... 12:00
The market is fading for Levi's jeans.

WORLDVIEW ... 00:30... 12:30
Top of the World ... 03:40... 16:10
After six months of fighting the war in the Congo continues to escalate.

Political Front ... 02:35... 18:45
German Chancellor Gerhard Schroeder proposes a new version of nuclear legislation.

Who, What, Where? ... 03:15... 22:00
A former North Vietnamese soldier shares his reflections on the war.

NEWSROOM CHRONICLE ... 00:30... 22:30
Female Wrestler ... 04:00... 26:30
Meet a young woman who excels at wrestling, a sport dominated by young men.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo Deal

1. What is "ethnic cleansing"? When did the Serbs begin this practice in Bosnia? What happened that same year in Kosovo? How did the United States react to this vote?

2. While the war in Bosnia raged on, how was Kosovo "simmering"? Explain how Serbian nationalism has played a role both in Serbia's political climate and in the confrontation with ethnic Albanians in Kosovo. What other factors contributed to the conflict there?

3. How have negotiators "broken the stalemate" that has hung over Kosovo for so long? What major points of the peace agreement have yet to be resolved? How long does each side now have to sign the agreement and attend a conference on implementing it? What are the "red lines" by which the international community will judge the Serbs' behavior? What might happen if these lines are crossed?

4. How do students think Serbians and Kosovars back home will react to this attempt at peace? Have students work in groups to research the negotiations, including what was agreed to and what is still on the bargaining table. Share student findings. Then have each student research the Kosovo issue from both sides (the perspectives of the Serbs and Kosovo's ethnic Albanians). Direct each student to use this information to write an editorial that might appear in a publication by either Serb or Kosovar interests, endorsing or criticizing the negotiations.

LINKS:
http://news.bbc.co.uk/hi/english/special_report/1998/kosovo/default.htm
http://www.kosovo.com/history.html
http://www.klpm.org/

EDITOR'S NOTE:
ethnic cleansing
chafing
rhetoric
stalemate
referendum
contingency
autonomy
nationalism

YOUR DAILY DESK

Business Desk : Economy on the Edge

1. Who is Alan Greenspan? What is his view of the current state of the U.S. economy? What potential risks does he see in the future? What could be responsible for these pitfalls?

2. In what way does a strong economy also carry downsides? Why is a good economy of little consolation to Eric Zimmer? Where do he and his family live? What was Eric's occupation before he was laid off? Why does Eric think he is having trouble finding a job?

3. Approximately how many workers were laid off in the U.S. last year? What is the national unemployment rate now? After answering these questions, introduce students to the Bureau of Labor Statistics by having them visit the first website below. Besides the monthly unemployment rate, what other economic indicators are present? What do they mean? Why do students think the

government compiles and displays this data? Discuss how the data expressed in these economic indicators paints a general picture of the state of the U.S. economy.

4. What economic indicators would present a snapshot of your local economy? Group students. Have each select or come up with one economic indicator to research on a local level. For example, if your area has an active housing market, students may want to consider new home sales as a barometer of the community's economic health. Assist student groups in contacting the appropriate agencies to gather monthly information for the 12 months, if possible. Then direct each group to collate its information into a chart that presents the data visually. Groups will want to consider bar graphs or charts created by plotting and connecting points on graphs. Have each group present its visual interpretation of data. After all presentations, discuss any trends and the overall health of your community's economy. How does it compare to the national economy?

LINKS:
http://stats.bls.gov:80/eag.table.html
http://www.dol.gov/

Business Desk Extra : Business Desk Extra

1. Why is the Levi Strauss company closing 11 plants in North America? How many people will be laid off as a result? How do you think these layoffs might have ripple effects within local economies?

2. In the video we are told that "times and tastes have changed, but Levi Strauss & Co. has not." Ask students: Do you think Levi's should change to accommodate changing consumer tastes? Group students. Challenge each group to come up with a design for another product that Levi Strauss could market in order to help the company rebound. Have groups present their products and discuss possible marketing strategies.

3. Introduce students to the concept of market share and discuss what has happened to Levi's market share over the past year. Direct students to search their local retailers to find out what casual-pant choices are available to consumers. Have students record the brand name, features, and prices of several different kinds of casual pants in local stores and bring their findings to class. Which brand names appear most frequently on students' lists? Which are most popular with men, women, teenagers? Where do students think that Levi's fits in this market? Discuss how an increasing number of consumer choices means a smaller market share for each company.

LINKS:
http://www.texnews.com/biz97/levi110497.html
http://www.csmonitor.com/durable/1997/11/10/econ/econ.10.html
http://www.dispatch.com/news/newsfea98/aug98/fashion/fill05fea.html

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EDITOR'S NOTE:
Federal Reserve
recession
inflation
unemployment rate
market share
competitive
generic brand
consumer choice

WORLDVIEW

Top of the World : Congo Rebel

1. When did the current war in the Congo begin? Who is Jean-Pierre Bemba? Why are his rebel forces fighting against President Laurent Kabila? Why are so many young people willing to join the rebel forces? Why is the future of Jean-Pierre Bemba and his rebel forces uncertain?

2. As a class, create a large mape of the Congo region. Have students use the map to identify the African states that are aligned with the rebel forces and those that are aligned with President Kabila. Group students. Have each group refer to the websites listed below to prepare a presentation about one of the African states and its involvement in the Congo War. Following the presentations have students address the following questions: What might happen if Uganda withdraws its troops? If rebel forces were to achieve liberation, how would this impact the quality of life for the people of the Congo and the nation's relationships with neighboring states? Given the turbulent history of the region and its years of political instability, do you think the Congo can achieve peace? Explain. Do you think the international community should be involved in this war? Why or why not?

LINKS:
http://www.agora.it/politic/congo-K.htm
http://www.africaindex.africainfo.no/africaindex1/countries/congo-z.html
http://www.congo.co.za/indexen.htm
http://www.africanews.com/obbo/article213.html
http://cnn.com/WORLD/africa/9811/24/rwanda.congo/

Political Front : Germany Nuclear Power

1. Who is the current chancellor of Germany? What campaign promise did the chancellor make about the future of nuclear power in Germany? What percentage of Gemany's electricity is generated by nuclear power? Why did the chancellor decide to drop the deadline for a proposal that would have forced Germany to stop shipping its nuclear waste to France and Britain as of January 1, 2000? Do you agree with the chancellor's decision? Why/why not? How has the Green Party responded to the chancellor's decision?

2. Group students. Have each group represent either Chancellor Schroeder, the German Green Party, the French nuclear reprocessing industry or the British nuclear reprocessing industry. Have students refer to the first three websites to learn about the pros and cons of using nuclear power. Have students conduct a mock summit to determine the best approach for resolving Germany's nuclear power issue.

LINKS:
http://www-formal.stanford.edu/jmc/progress/nuclear-faq.html
http://tlc.ai.org/nucindex.htm#POW
http://webnuc.nuce.psu.edu/~chernoby/index.html
http://www.bundesregierung.de/english/01/newsf.html

Who, What, Where? : Vietnam Old Soldier

1. Who is Lieutenant-General Vu Xuan Vinh? According to Lieutenant-General Vu Xuan Vinh, why did the North Vietnamese win the war? What are the lessons he believes the U.S. should learn from the war? Do you think the Lieutenant-General is sincere about his effort to locate American MIAs? Why/why not? What is Lieutenant- General Vu Xuan Vinh's opinion about the future of Vietnamese and U.S. relations?

2. Have groups of students use multimedia resources, including the websites listed below, to investigate the answers to the following questions about the Vietnam War: Why were North and South Vietnam at war? Why did the U.S. participate in the Vietnamese conflict? Why was the U.S. divided over whether the nation should participate in the war? When and why did the U.S. withdraw its troops from Vietnam? What is the current status of the relationship between the U.S. and Vietnam? Following discussion of these questions, conduct a class debate about whether or not the U.S. should have participated in the Vietnam War.

   EXTENSION: Have groups of students investigate the conflict in Kososvo and the status of U.S. involvement there. Direct each group to compare and contrast the dynamics of the Kosovo conflict to the Vietnam conflict. Have students discuss whether or not the U.S. should send troops into Kosovo.

LINKS:
http://sunsite.nus.sg/SEAlinks/vietnam-info.html
http://www.bev.net/computer/htmlhelp/vietnam.html
http://pathfinder.com/time/daily/special/kosovo

EDITOR'S NOTE:
Congo Civil War
Laurent Kabila
Jean-Pierre Bemba
Uganda
Germany
Vietnam War
Green Party
nuclear power

NEWSROOM CHRONICLE

Female Wrestler : Female Wrestler

1. How is Miriam Jenkins like most high school students? How is she different? Why does she choose to participate in her school's wrestling program? Why do you think more girls are becoming involved in wrestling?

2. As a class, discuss why the state of Texas banned male/female wrestling. Explain why coaches and referees worry about potential problems in male/female wrestling. Guide students in conducting research into the issue of male/female wrestling and its pros and cons. Share student findings in class discussion. Do students think male/female wrestling is worth the potential risks to the athletes and the school systems? Discuss.

3. Direct students to conduct research to find out what Title IX is and what it means to student sports programs. The first and last websites below should be of assistance. Share student findings. Direct each student to interview coaches, older family members or acquaintences to find out how Title IX has changed school sports programs. Encourage students to seek both positive and negative feedback. Have students present their information in class discussion. Direct each student to write an essay that begins with the sentence, "Title IX has been good/bad for school sports because..."

LINKS:
http://www.denverpost.com/wsports/ws0616.htm
http://www.fhsw.com/
http://themat.com/mall/links.asp

http://themat.com/etc/title9/default.asp

EDITOR'S NOTE:
pin
intensity
sexual harassment
tournament
humiliation
contact sport
stamina
aggression

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 25, 1999

CNN.com hosts SPEAK OUT, a series of web chats for students with leading African-American artists, politicians and scholars, each Thursday in February. Go to http://cnn.com/chat/studio.html TODAY from 11 a.m.-noon (ET) for a chat on Youth Leaders.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:20... 02:35
Top Story ... 02:05... 04:40
TEACHERS: Due to the content of today's Top Story, we advise you to preview this segment.
According to a new report, "hate" is alive and well in the U.S.

YOUR DAILY DESK ... 00:35... 05:15
Science Desk ... 01:40... 06:55
Students at a Canadian University are seeking to improve how fencing is scored in time for the 2000 Olympics.

Science Desk Extra ... 02:10... 09:05
Researchers say La Nina will continue to hang on and cause "weird weather" through Spring.

WORLDVIEW ... 00:30... 09:35
Top of the World ... 02:50... 12:25
Once solidly-Catholic Latin America is experiencing a turn towards Protestantism.

Inside Asia ... 02:50... 15:15
The Asian financial crisis generates bargains for international investors out to get a good deal.

Culture Watch ... 02:35... 17:50
An Indian rendition of "Fiddler on the Roof" is a hit in New Delhi.

Check It Out! ... 01:45... 19:35
Androids and their masters take center stage at the Robot Grand Prix in Japan.

NEWSROOM CHRONICLE ... 01:00... 20:35
Triangle Legacy ... 02:10... 22:45
A fire in a sweatshop in 1911 helped focus attention on safety in the workplace.

Our World ... 03:15... 26:00
Sun, smiles and salsa greet a group of American students visiting Cuba.

CNN NEWSROOM CLOSE ... 02:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Hate's Reach

1. What recent tragedy that occurred in Jasper, Texas, has resurrected the issue of hate crimes in the U.S.? What does a new report from the Southern Poverty Law Center reveal about hate groups in America? According to the video, what is responsible for the wide reach of these groups? Why is one group, the Council of Conservative Citizens, disputing its categorization on this list? Do you think that all groups that speak out for one race are hate groups? Why/why not?

2. One group spokesman in the video credits the Internet with the rise of his group's popularity. Do you think this supports the argument for government control or censorship of the Internet? Why or why not? In your opinion, should free speech online be protected, even when that speech is harmful to some individuals? Discuss.

3. Organize a class project that makes positive use of the free speech opportunities provided via the Internet. Have students first work in groups to research racism and ways to address it. Share group findings in class discussion. Then have the class turn its findings and recommendations on dealing with and preventing racism into a website that promotes racial harmony.

LINKS:
http://www.udayton.edu/news/nr/011797.html
http://www.apa.org/monitor/jun97/racial.html
http://www.publicagenda.org/issues/overview.cfm?issue_type=race
http://cnn.com/US/9902/24/dragging.death.03/
http://www.splcenter.org

EDITOR'S NOTE:
Aryan
hate groups
bigot
Timothy McVeigh
loner
mass movement
conservative
supremacist

YOUR DAILY DESK

Science Desk : Wireless Fencing

1. Describe the project fourth-year students at Simon Fraser University are working on, as seen in the video. In fencing, a point is scored when the sword tip of one fencer touches a part of an opponent's target area. The fencer whose target area was touched receives the point and the first fencer to receive a certain number of points loses. Why do you think developing a wireless system has become so important to the International Fencing Federation? How do you think wireless scoring would improve the sport?

2. The current scoring system works by running current through both fencers' lame (vests) and foils (swords). When a foil touches a vest, the circuit is closed and a light goes on at the scoring box. This is similar to creating a circuit with a battery and light bulb. How do you think the new radio wave version closes the circuit? What possible drawbacks do you think could be encountered using radio waves? Under what conditions do you think the new system should be tested before being approved by the IFF for use in the Olympics?

3. As a class, have your students develop the testing guidelines for acceptance of the new scoring system. Have them identify specific experiments they think need to be done, how many trials of each experiment are necessary, and variables that should and should not be controlled. Then, discuss the term "rigorous testing" as it applies to acceptance of a new way of doing things. Ask if they believe their guidelines constitute "rigorous testing" and have them explain their answers in scientific terms.

LINKS:
http://www.cis.ohio-state.edu/hypertext/faq/bngusenet/rec/sport/fencing/top.html
http://www.fencing.net/intro.html
http://www.usfa.org/

Science Desk Extra : Science Desk Extra

1. Explain what La Nina is. How long is it expected to last? How has it impacted winter weather in the U.S.? How might it impact summer weather if it hangs on until them?

2. What is the difference between El Nino and La Nina? How does each affect weather? Have students work in groups to consult the Internet and other resources to learn more about El Nino and La Nina. Groups will want to determine the conditions that trigger each weather pattern, the pattern's effects on weather, historical data showing storm damage generated by each pattern, etc. Have each group create a side-by-side comparison chart of El Nino and La Nina.

LINKS:
http://www.pmel.noaa.gov/toga-tao/la-nina-story.html
http://www.pmel.noaa.gov/toga-tao/el-nino/faq.html
http://www.elnino.noaa.gov/edu.html

EDITOR'S NOTE:
medieval
radio waves
foil
fencing
El Nino
La Nina
drought
hurricane season

WORLDVIEW

Top of the World : Mexico Protestants

1. What religions are becoming popular in Mexico? According to the video, why have at least 10% of Mexicans converted to Protestantism? Which religion is still the dominant religion of Mexico? Do you think the leaders of Mexico's Catholic Church have cause for concern? Explain.

2. How and when did the Protestant movement begin? Where are the Protestant denominations most popular? Have students work in groups to research the roots of the Protestant Reformation and the differences between Protestantism and Catholicism. Then have groups conduct research to gather information on economic, political and social issues in Latin America. Share findings in class. Why do students think the messages of Protestantism, especially evangelism, are capturing the attention of so many in this strongly Catholic region? Discuss.

3. If there are any students in your class of Mexican descent, ask them to relate to the class the impact of Catholicism on their culture. If not, assist students in researching elements of Mexican culture that have their roots in Catholicism. Students will want to consider, for example, holiday traditions like La Posada on Christmas Eve. Share student information. Discuss how the growing popularity of new religions could have an impact on Mexican culture.

LINKS:
http://www.morehead-st.edu/people/t.pitts/protest.htm
http://www.pacificnews.org/jinn/stories/2.08/960408-apostolic.html
http://www.odci.gov/cia/publications/factbook/mx.html#gov

Inside Asia : Asia Property Values

1. Explain how "one nation's loss is an investment banker's gain" in Asia. What kinds of "bargains" are available in Asia's real estate market? Who is after these bargains?

2. What are the roots of Asia's economic problems? How is the Asian financial crisis affecting the global economy? Challenge each student to locate and read one article on the Asian economic crisis. The websites below should be of assistance. Have each student present a brief explanation of what he/she has read to the class. As a class, monitor local and national news to determine whether and to what extent the crisis is impacting people in your community.

LINKS:
http://www.asiawww.com/misc/news.htm
http://worldnews.miningco.com/msub14.htm
http://www.ukec.com/economy/chrono.html

Culture Watch : India Musicals

1. According to the play's director, why does "Fiddler on the Roof" appeal to Indian audiences? What does it mean when it is said that the story is "universal"? Think of some plays that you have seen. What were their themes? Would you consider any of these themes "universal"? Explain. What plays do you think could be well-received in most countries, with some cultural adapations? Why?

2. What are the elements of Indian traditional theater? Have students check out the website below and other resources to learn more about traditional Indian theater. Discuss how a visit to the theater in India might compare to the theater experience in the U.S.

LINKS:
http://www.welcometoindia.com/leisure/theatre.html

Check It Out! : Check It Out!

1. Describe some of the entries seen at the Robot Grand Prix. Why do you think this competition was created? Do you think this kind of competition serves a purpose? Why/why not?

2. The Robot Grand Prix provides a forum where science fiction becomes science fact. Challenge your students to combine their creative and scientific skills in a classroom robotics competition. Depending on the ages of your students and their knowledge of robotics, you might help them brainstorm ideas, and draw and label their robotic inventions. Or, if your students are more advanced, allow them to work in pairs or small groups to actually create robotic inventions. On the day of the competition, have students present their creations. Offer awards in different categories (e.g., Most Original, Most Practical, Most Visionary) for the best ones.

LINKS:
http://www.washingtonpost.com/wp-srv/frompost/features/aug97/robot06_1.htm
http://robby.caltech.edu/
http://www.frc.ri.cmu.edu/robotics-faq/

EDITOR'S NOTE:
Protestant
Catholic
repressive
venture
distressed property
risk
universal
dexterity

NEWSROOM CHRONICLE

Triangle Legacy : Triangle Legacy

1. What happened in the Triangle Shirtwaist Factory on March 25, 1911? Why did so many workers perish in the fire? How did the tragedy bring about some changes in workplaces throughout the U.S.?

2. What is OSHA? When was it created? What is this agency's mission? Direct students to talk to working family members or to local businesses to find out how OSHA protects individuals in the workplace.

3. As a class, review the video and identify some of the risks that were present in the Triangle Shirtwaist Factory in 1911. Discuss how these risks became real safety liabilities for those who worked in the factory when the fire broke out. Next, group students. Have each group choose one general type of business, such as retail, food service (restaurant/grocery), agribusiness, office-based business, and any others students want to consider. Direct each group to identify the risks present within the chosen workplace and to create a list of recommendations for addressing these risks. Have groups share their lists. Discuss how far government agencies, employers and employees can go to create a "risk free" workplace.

LINKS:
http://www.assumption.edu/HTML/Academic/history/Hi113net/firechronology
http://www.unionweb.org/history.htm
http://www.pbs.org/newshour/forum/september97/labor1.html
http://www.osha.gov/

Our World : Cuba-U.S. Students

1. Why have a group of American students traveled to Cuba? What is "Semester at Sea"? How do you think this program helps to educate "the leaders of the next millennium"? How were the American students received by their Cuban hosts?

2. What is communism? Why do you think the American students were "intrigued" about being in a communist country? How do you think their visit affected their perceptions of Cuba and its people?

3. Ask students: Why did the American students have to secure special permission to travel to Cuba? Assist students in researching the current status of U.S.-Cuban relations. Have students share their findings. Discuss responses to the following questions: What is an embargo? Why does the U.S. maintain an embargo against Cuba? What restraints are there on Americans who want to trade with or travel to Cuba? How would students classify U.S.-Cuban relations in general? What factors are responsible for this cool relationship?

LINKS:
http://www.pitt.edu/~voyage/
http://www.cubatrade.org/
http://www.pbs.org/newshour/forum/january98/cuba4.html
http://headlines.yahoo.com/Full_Coverage/World/Cuba_Sanctions

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EDITOR'S NOTE:
OSHA
immigrant
sweatshop
working conditions
Havana
"Semester at Sea"
embargo
communist

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 26, 1999

See an encore presentation of TNT's "Passing Glory" Saturday, Feb. 27 at 6pm and Sunday, Feb. 28 at noon. "Passing Glory" is based on the true story of courage and triumph during the civil rights movement. For more information see: http://turnerlearning.com/tntlearning/passing/index.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45... 02:00
Top Story ... 01:50... 03:50
There are new fears over the ongoing conflict in Kosovo.

In the Headlines ... 01:35... 05:25
DEATH SENTENCE DELIVERED

YOUR DAILY DESK ... 00:30... 05:55
Editor's Desk ... 03:50... 09:45
Computer technology revolutionizes the process of television animation.

Editor's Desk Extra ... 02:45... 12:30
Church leaders consider what makes a Catholic college "Catholic."

WORLDVIEW ... 00:30... 13:00
Cold War, Part I ... 05:05... 18:05
Nicaragua continues to experience repercussions from the Cold War.

Cold War, Part II ... 04:55... 23:00
Since the end of the Cold War, Mexico has struggled to achieve domestic accord.

NEWSROOM CHRONICLE ... 00:25... 23:25
Female Football Player ... 03:20... 26:45
Tonya Butler is headed for college on a football scholarship.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo Conflict

1. What evidence is there to support the claim that Yugoslav President Milosevic is preparing a spring offensive against Kosovo separatists? Why are Pentagon officials more concerned about "restraint" than about the number of troops?

2. Why are some on Capitol Hill critical of the Clinton Administration's Kosovo policy? What do you think Senator John McCain means when he talks about the "credibility" of the threat of force? Do you agree or disagree with his view? Explain. Why do you think some European allies oppose air strikes against Serbia?

3. What is the U.S. policy toward Kosovo and Serbia? Have students work in groups to research the policy and share their findings in class discussion. Discuss ways that this policy has been implemented in both diplomatic and military terms. Generate a class discussion on the pros and cons of the Clinton Administration's policy. Then have each student use what he/she has learned to write a position paper either endorsing or critizing President Clinton's policy towards Kosovo and Serbia.

LINKS:
http://secretary.state.gov/www/travels/1999/990219trip_remarks.html
http://www.state.gov/www/regions/eur/kosovo_hp.html
http://www.policy.com/pcdocs/item1365.html

In the Headlines : In the Headlines

1. Of what crime has John William King been convicted? What sentence did jurors decide was appropriate for that crime? What criminal and physical evidence steered jurors toward that decision? Why did prosecutors pursue the death penalty in this case? How has the victim's family reacted to the verdict and sentence?

2. John King now becomes the only white person on Texas' death row condemned for killing a black person. Do you think the jury was trying to send a "message" with this sentence? Explain. Do you think the sentence is appropriate for the crime? Why/why not?

3. Capital punishment is a very volatile issue in the U.S. Some believe it is "cruel and unusual punishment" and is therefore unconstitutional and inhumane. Others believe it is a deterrent to future crime and/or the only way society can protect itself against violent criminals. What do students think? Assist them in conducting research to explore both sides of this issue. (The Internet sites below may be of assistance but it is recommended that teachers preview these to determine whether or not they are appropriate for your students. Some of the sites contain graphic accounts that may be disturbing or inappropriate.) Have them use what they have learned to prepare and deliver brief speeches outlining their views on the death penalty.

LINKS:
http://www.utm.edu/research/iep/c/capitalp.htm
http://cedar.evansville.edu/~dw23/index.html
http://www.intellectualcapital.com/issues/97/0403/icopinions1.html
http://www.rit.edu/~wwl2461/cp.html

EDITOR'S NOTE:
separatist
international monitor
"powder keg"
Slobodan Milosevic
Pentagon

John McCain
credible
capital murder

YOUR DAILY DESK

Editor's Desk : Real Time Animation

1. What is the name of the animated children's television show mentioned in the video? This new style of animation is called "motion capture." How is motion capture animation different from traditional animation? Which style of animation do you prefer? Explain. Do you think the use of computer technology has compromised or enhanced the creative and artistic integrity of the animation process? State your rationale.

2. Group students. Have each group brainstorm a list of possible applications for the use of motion capture animation in television. As a class, discuss how motion capture animation might impact the television and film industry.

3. Divide your class into four groups. Have each group prepare a presentation about how computer technology has revolutionized the creative process and commercial use of either photography, painting, writing or music. As a class, discuss whether or not these technological innovations have enhanced each of these creative mediums.

LINKS:
http://www.porchlightkids.com/
http://www.trickster.demon.co.uk/AboutMC.htm
http://www.waxworks.com/services.html#motioncapture

Editor's Desk Extra : Editor's Desk Extra

1. Why has the U.S. Conference of Catholic Bishops drafted a proposal to transfer control of Catholic colleges to local bishops? What changes would be in store for these institutions once the transfer of control takes place? How does the President of Marygrove College feel about this policy? Why do some sense this change as "wishful thinking by Vatican conservatives"? What do the students interviewed in the video think about the changes? Explain.

2. In the video we are told that much of what is being done at Catholic colleges is being done to promote traditions that some church leaders feel are slipping away. Why do you think some religious schools have lost part of their religious identities? Do you know of anyone who attends a religious school or do you yourself attend a religious school? If so, does the school maintain its religious traditions and practices? Explain. Do you think modern culture is compatible with traditional religious education? State your rationale. Do you think religious institutions should strive to maintain their identities regardless of modern culture? Discuss.

LINKS:
http://www.accunet.org/
http://www.collegeview.com/board/cathc.html

EDITOR'S NOTE:

brainstorming
database
rendering process
animation
lay person
board of trustees
Jesuit
Vatican

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. What two Nicaraguan factions were in conflict during the Cold War? Why was the Cold War conflict in Central America called a "proxy war"? Why did the Soviets withdraw from Nicaragua? How did their withdrawal impact Nicaragua? What is the current status of Nicaragua's relationship with the U.S. and Russia?

2. Why is Nicaragua in turmoil? Why so you think many Nicaraguans believe that they were "used as pawns" during the Cold War conflict in Central America? Do you agree or disagree? Explain. Do you think the U.S. should provide economic assistance to Nicaragua? Why/why not? Do you think the U.S. should have participated in the Central American conflict? Why/why not?

3. Have students use multimedia resources, including the websites listed below, to investigate the current status of relations between the Central American countries. What factors have enabled these nations to achieve a relative degree of peace during the 1990's? Conduct a debate about whether or not peace in Central America will last.

LINKS:
http://cnn.com/SPECIALS/cold.war/virtual/desktop.frame.html
http://www.latinworld.com/countries/nicaragua/
http://www.sipri.se/pubs/yb95/yb95ch4.html

Cold War, Part II : Cold War, Part II

1. Why is the Chiapas region of Mexico significant to the history of the Cold War? What was Mexico's political stance during the Central American conflict? What does the term "leftist movement" mean? Why did Mexico become a haven for Latin American leftist movements?

2. What is the North American Free Trade Agreement (NAFTA)? Who are the Zapatistas? Why were they upset about NAFTA? Why did the Zapatistas rise up against the Mexican government? How did the Mexican government respond? Was its response effective? Explain.

3. Have students refer to the websites listed below to learn about Emiliano Zapata and the history of the Mexican leftist movements. Have students discuss the meaning of the following quote: "Today the Zapatistas draw from the romanticism of the leftist guerrilla movements from the past..."

4. Direct students to use print and Internet resources to identify the political and economic challenges that Mexico has delt with since the end of the Cold War. Has the Zapatistas' mission changed since the 1980's? Explain. Do you think the Zapatistas will be able to affect political change? Why/why not?

5. Your students can learn more about the Cold War by tuning into CNN's ongoing 24-part **Cold War** documentary series. It airs Sunday nights at 8:00 p.m., Eastern Time. Teachers, for a FREE

Cold War educator guide, go to this website: http://learning.turner.com/coldwar, or in the U.S., call 1-800-344-6219.

LINKS:
http://burn.ucsd.edu/~ssady/index.html
http://www.mexonline.com/mexagncy.htm
http://www.indians.org/welker/zapata.htm
http://www.nafta.net/naftagre.htm

EDITOR'S NOTE:
Cold War
Chiapas, Mexico
Nicaragua
proxy war
Contras
Sandinistas
guerrilla organization
Zapatistas

NEWSROOM CHRONICLE

Female Football Player : Female Football Player

1. In what two sports does Tonya Butler excel? For which sport has she been awarded a college scholarship? What position does she play?

2. How did Tonya's football career begin? How has she handled the transition to an all-male sport? What special arrangements had to be made to accommodate her? How have opponents treated her? Cite some of Tonya's athletic and academic achievements.

3. The special arrangements that have to be made for Tonya illustrate one of the gender issues associated with female participation in sports, especially in male-dominated sports. As a class, brainstorm a list of gender issues associated with sports on all levels. For example, students may want to consider disparities in coaching salaries for men and women, the impact of Title IX on school sports, the correlation between sports participation for young women and their graduation rates. List these issues on the board. Have students divide into groups and direct each group to choose one issue to research. Have groups present formal reports and discuss whether that issue has had a positive or negative impact on young women in sports.

4. Tonya is a sports "pioneer" in that she has blazed a trail that no doubt, others will now follow. Challenge each student to find information on another sports "pioneer," male or female, and present his/her findings in an oral report. Discuss the obstacles and challenges each of these individuals faced and how each opened doors for others to walk through.

LINKS:
http://bailiwick.lib.uiowa.edu/ge/
http://www.feminist.org/research/sports6.html
http://www.ed.gov/pubs/TitleIX/

EDITOR'S NOTE:
letter of intent

scholarship
extra point
consistent

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